

PERSONAL COLUMN

In colleges and schools in the United States, if you take a new project to a committee your colleagues will immediately start thinking of ways to help you. In Britain, your colleagues will immediately offer doubts and objections, and apply their brains to reasons why your plan will not work. On university committees, my heart sinks when someone begins to describe his misgivings with the words: "I'm very anxious about..."

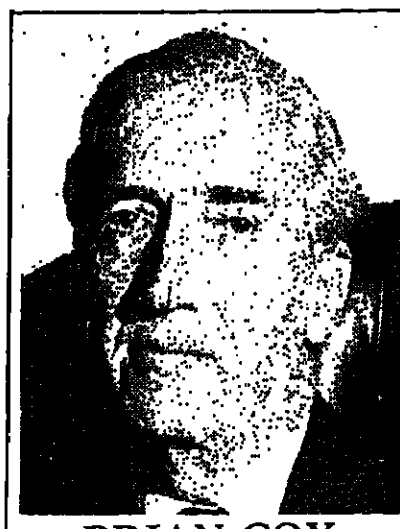
Americans are naturally confident and optimistic, sometimes too much so. In contrast, there's a fear of radical change which goes deep in our society, and for which we can all offer our favourite explanations. It's not necessarily left-wing or right-wing. This kind of conservatism is more noticeable in trade union leaders than in Mrs Thatcher.

The one time in recent history when this seemed untrue was the 1960s. At last American optimism appeared to have taken root in British soil. The creative explosion of ideas in that decade - progressive education, creative writing, open-plan schools, the Liverpool scene, op and pop art, student protest, happenings - seemed to promise a new dawn. What went wrong?

These questions were uppermost in my mind when just before Christmas I read Paul Theroux's splendid novel, *The Mosquito Coast* (available in Penguin). The film of the book opened in London a couple of weeks ago at the Odeon, Haymarket. Harrison Ford plays Allie Fox, an American inventor, a man of the 1960s who detests capitalist society and takes his family into the jungle of Honduras to start a new community.

In an article in *The Sunday Times*, Paul Theroux explained that he originally intended the novel to be centred on Allie's son, Charlie, who is the narrator and the sufferer of his father's adventure. After a while, and like Charlie, Theroux became possessed by the father, whose creative genius proved irrepressible.

Allie Fox "dropped out of Harvard in order to get an education". After a mental breakdown, he spent time in what he calls the Buzz Palace. His disgust for American culture obscures his imagination until he's convinced Western civilization stands on the



BRIAN COX

Breaking the ice

'We urgently need to revive the idealism and creative optimism of the 1960s'

brink of apocalypse. Americans, he says, spend their lives selling junk, buying junk, eating junk.

Like so many American pioneers, both in reality and in fiction, Allie Fox in *The Mosquito Coast* abandons his native land in search of freedom - elbow-room, as he says. He creates a village in the jungle, and at first his work prospers. He builds huts, installs sanitation and plants fast-growing beans.

But he's not satisfied, and determines to construct a huge ice-making contraption which operates without electricity. He's a mixture of Utopian idealist and do-it-yourself nutcase. His wife and children slave themselves to exhaustion in serving his dream. In his quest for the perfect paradise, he masters creation by making ice in the steaming jungle. He feels like God.

While he enjoys his role as miracle-worker, trading ice to the natives, his children, led by Charlie, create a secret paradise of their own which they call the Acre. From the native children they learn how to survive by eating edible roots and wild avocados. They build a lean-to out of branches and hammocks out of vines.

Charlie is a realist, and feels his achievement is greater than his father's because he has adapted himself to the jungle: "We had not brought a boatload of tools and seeds, and

we had not invented anything. We just lived like monkeys."

Allie Fox's ice machine attracts the attention of the local criminals, and ends in catastrophe. The family are forced to find shelter in Charlie's Acre.

As Charlie tells the story, his need to trust his father is undermined by events. Allie Fox tells lies. In his search for perfection, he hates to think about the past, his mistakes and failures: "Turn your back and walk away fast - that was his motto. Invent any excuse for going. Just clear out. It had made him what he was - it was his genius."

As the family's situation becomes increasingly desperate, Charlie completes his process of enlightenment. Ragged, dirty, starving, Allie insists on taking them further into the wilderness. Charlie's final discovery about his father's real motives is the climax of the novel, and a disturbing surprise. In all this squalor he realizes that his father was ingenious because he needed "comfort": "He was an inventor because he hated hard beds and bad food and slow boats and flimsy huts and dirt."

This explains his mania for ice. He didn't want to live like a monkey. All his schemes and tactics were his answer to an imperfect world. He won't adapt to reality. He despises God who has made such a rotten

job of the universe, and he won't put up with the actualities of Nature, with pain and fear and evil. In his madness, he can only live in a perfect community.

And so he's a man of the 1960s. He won't study what is really going on in the jungle, and adapt his reforms to its peculiar needs. He won't learn from his errors or study the past. He wants to be comforted, to create a perfect world and so free himself from the dangers facing Western civilization.

Today, we urgently need to revive the idealism and creative optimism of the 1960s. Our educational scene is too much dominated by the language of the vocational and utilitarian. It's not surprising that Russian immigrants to America have returned to Moscow disgusted by the materialistic ethos.

But such idealism must adapt to reality, the fact that children are not naturally good, that all parents will fight the system to obtain favour for their own offspring, that young people over 14 have different abilities and needs, that equality of opportunity must lead to inequality of outcome. Too many reformers of the 1960s tried to make schools a paradise unrelated to the society in which they must exist. Like Allie Fox, they wanted ice machines in the jungle.

NEXT WEEK

Do it yourself

Jeremy Sutcliffe talks to parents who have been given the Pope's blessing to take over the running of their children's school

Promises and Piecrust

Stuart MacLure on the making of a major new television series about education

Games of chance

Why play isn't working in the infant school

Compiling

The secret work of the literary competition revealed

Teaching Aids

Fanny Mitchell on the desperate need for teaching materials on the desert

Extra: School visits

NOTICEBOARD

No 293 CROSSWORD by R. H. B.

PEOPLE...

Mrs M Willey, head of Rotherfield infant school, to be head of Heathfield infant school, Twickenham.
Mrs S Melling to be head of Westfields primary school, Barnes. She was formerly acting head.
Mr Peter Moore, director of studies at the British School of Paris, to be principal of the Anglo-American school at Mougins, France.
Professor Gordon Bull is the first professor of Information Technology at Brighton Polytechnic. He was formerly associate dean of the school of information science at Hatfield Polytechnic.

CONFERENCES...

March 13, 24, 27-29
Three REPLAN conferences on practical responses to adult unemployment in the Midlands (March 13) at Beaumont Hall, Loughborough, details from Sue Waddington, National Institute of Adult Continuing Education, 47 New Walk, Leicester; responding to the needs of unemployed adults (March 24) at Wolverhampton Polytechnic, details from Mrs Diane Andrews, Shearn House, Sherriff, Shropshire; and Community enterprise and unemployment in Wales at University College, Swansea, details from Haron Seed or Roz Doherty, Swansea Council for Voluntary Service, 4 Gloucester Place, Swansea. Information about the REPLAN programme generally from the Adult Training Promotions Unit, Department of Education and

Science, Elizabeth House, York Road, London SE1 7PH.
March 14
Children and loss College of Preceptors, metropolitan region and CRUSE conference at Harrow College of Higher Education. Speakers include Dr Dora Black and Derek Nuttall. Fee £15. Details from G M Edwards, 15 Sussex Road, Ickenham, Uxbridge, Middlesex UB8 3PM.

March 15
Introducing open learning in a local education authority at State Mill Centre, Rochdale, with Sheila Innes, chief executive of the Open College. Other speakers include Mr A Donald, Mr P Sheane and Mrs P Harding. Details from Arthur Donald, Rochdale Open Tech, State Mill Centre, Woodbine Street East, Rochdale OL16 5LB. Tel: 0706 527102.

March 20
Implications of the transnational mode of social work education and training organized by Hackney Social Services and Social Work Today for social workers, psychologists and social work teachers. Fee £20. Details from Ms Dominga de la Cruz, Promotions manager, Social Work Today, 16 Kent Street, Birmingham B5 6RD.

COURSES...

March 14
Primary maths workshops organized by the East Midlands Mathematics Council, a regional group linked with the Nuffield Mathematics National Committee and the University of Leicester. School of Education at the University of Leicester. Workshops on using structural materials, games, investigations and other practical activities. Speaker: Eric Albany, Director of the Nuffield

Mathematics Project. Details from Diane Green, Northampton Teachers' Centre, Cliftonville Road, Northampton NN1 5BW.

March 16-18
Action on assessment for BTEC awards a Further Education Staff College workshop for course tutors and college co-ordinators to develop and review their college policies and practices in the light of the development of policy in BTEC. At the Ladbroke Grove Hotel, Leeds. Fee £200 (residential), £130 non-residential. Details from Keith Scribbins, Director of External Services, FEBC, Bldgdon, Bristol BS1 6RG.

March 21 or 28
Appraisal appraisal organized by the southern region of the College of Preceptors at International Management Centre, Castle Street, Buckingham, on March 21, and Bohum School, Liphok, on March 28. Fee £10. Details from Irving Osborne, 169 Goodman Park, South, Berks.

March 21
Continuing education - Country Wing Training Courses for group leaders working in urban, suburban or rural settings at Loughall Hall, Derbyshire (March 20-22); Flatford Mill field centre, Colchester (June 5-7) and Plas-y-Brenin, National Centre for Mountain Activities, Gwynedd. Details from Inter-Action, Royal Victoria Dock, London E16 1BT.

EVENTS...

February 20 and 21
An exhibition of children's work inspired by the National Theatre's production of *The Pied Piper* in the theatre foyer, the National Theatre, South Bank, London SE1. February 25 and March 4

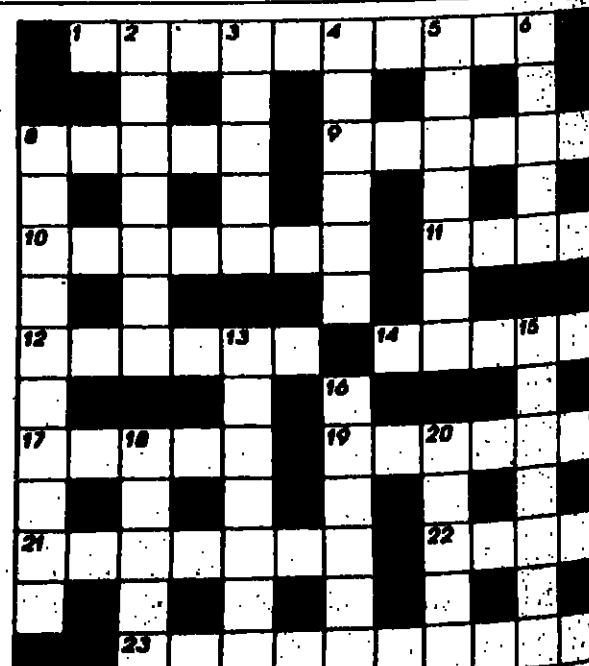
Public seminars on the UNESCO debate: *Training for educational planning* (February 25) with Sylvia Laurie, Gareth Williams and Peter Williams, and *Children with special needs* (March 4) with Seamus Hegarty, Roland Gullford, Lena Saleh, Klaus Wedell and Irene Bowman. Both will take place at 6pm in the conference room of the University of London Institute of Education, 20 Bedford Way, London WC1, and last about an hour and a half.

March 3-13
The Kate Greenaway Vogue at the Schuster Gallery, 14 Maddox Street, London W1R 9PL. The gallery will exhibit Greenaway books, cards, periodicals and spin-off items from its collection of more than 2,000 pieces.

March 4
An exhibition of microelectronics aids for physically disabled students at the National Star Centre for Disabled Youth, Ullerswood Manor, Gloucestershire. Details from Mrs Jan Johnston, Bristol Special Education Microelectronics Resource Centre, Bristol Polytechnic, Redland Hill, Bristol BS6 6UZ.

COMPETITIONS...

Dillons young reader competition. Young people aged between 11 and 16 are invited to write about the books they like and the pleasures and problems of developing their reading tastes. Judging will be in three age groups and the prize for each will be £100 worth of books. Closing date March 16. Entry forms from Dillons Young Reader Competition, 145 Edgwarebury Lane, Edgware, Middlesex, or from bookshop in Gower Street, London.



Across

- In which to find an artist's early work? (6-4)
- A light across the ship (5)
- It gets down to sorting the list (7)
- Seek an organisation - or work, in plain language (7)
- Unusual chore for painters (5)
- Note condition of property (6)
- Stays in company with the right elope (6)
- Summed up, like the recorder may have done? (5)
- Restified to one sort of country (6)
- Blotting animal intolerance (7)

Down

- A sign that visitors aren't welcome (4)
- How time is called in some bars (5)
- Heart broken number show ill-will (6)
- Corin possibly rings about Venezuelan currency (7)
- Incomplete saucy-bat (5)
- The rest of creation (6)
- He is bound to learn his craft (10)
- He can just about

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A place in the sun: a father and son enjoy the half-term break down by the water at Chidham, Kent.

DES put brakes on micro programme

by Ian Nash

Repeated efforts to raise teachers' awareness of the 'Micro-electronics Education Programme' were stonewalled by the Department of Education and Science for more than two years.

Mr Richard Fothergill, the project's director, asked for a full-time information officer to be seconded to the programme late in 1982. That, and subsequent requests, met the constant refrain from the DES: "It needs consideration."

A running battle ensued in which MEP staff accused the Department of lacking faith in the body charged with preparing pupils for a society in which micro-electronics would be commonplace, and morale slumped amid constant rumours of closure.

Not until 15 months before the last quango was wound up did the DES accede to the request, after which, as Her Majesty's Inspectorate points out in its report on a three-year study of the project, knowledge of the MEP grew rapidly.

Delays in appointing an information officer came in for coded criticism from HMI in a report which otherwise praises pioneering work in curriculum and software development, teacher training and dissemination of information.

Many criticisms, such as unnecessary duplication of work around the programme's 14 regional information centres, are attributed directly to this lack of central support.

"Greater and earlier use of channels of communication such as newspaper and professional journals, instead of the policy of developing new channels and publications, might have better served the programme and enhanced its visibility," says HMI.

While the report does not accuse the Department of failing to give proper support, it is undoubtedly true that central government control over the funding of the MEP - £23 million over six years.

Complex curriculum and software development and teacher training demands "required" a person who had

good contacts with commercial organizations, the media and publishers. "It was his role to ensure that the MEP's activities and the large volume of material produced nationally came to people's attention. The need for this work had not been sufficiently recognized in earlier years."

Nevertheless, the programme had successfully achieved its pump-priming objective of promoting information technology in the school curriculum, says the report. Its work laid strong foundations for its successor - the Micro-electronics Education Support Unit.

HMI found it at times difficult to separate the programme from other influences on IT-related work, but recognized the valuable work the MEP did specifically in curriculum development, and particularly noted important lessons learnt from in-service education and training of teachers.

"The cascade principle of teacher training in IT operated successfully wherever opportunities were offered to trained personnel to share their experience with others. Towards the end of the programme, there was a noticeable increase in the use made of MEP materials in initial teacher training," says the report.

It suggests a continuing need for central government to watch, guide and encourage future developments, note inequalities in local provision, and continue to increase the confidence of teachers through appropriate in-service training.

Despite some criticisms of the programme's regional information centres, the report notes that they encouraged individuals with interesting ideas on IT and practical applications of micro-electronics. Much of the software, often produced by teachers, was of "excellent quality" and was supported with helpful video films of case studies in classroom practice.

There was evidence that pupils' skills and other learning were enhanced by the use of IT and that motivation and interest were often greatly improved as a result. "The

MEP has made an important and timely contribution in this respect, and in the latter part of the survey appeared to be having a useful impact also in special education." Several areas of special education were absorbing the new technology rapidly, and HMI quotes one example where physically disabled pupils were integrated into ordinary schools by giving them specially-adapted electronic note-taking machines.

MEP staff were "highly creative, committed and hard working," the range of materials developed was "impressive", and the in-service teacher training inspired by the programme "usually well-prepared".

However, since the programme worked mainly through other agencies such as local education authorities, there were often conflicts over what was best to meet a school's needs. Delays in getting project work approved often discouraged people and slowed it down.

While HMI commended the "co-operative rather than strongly directive" leadership style of the MEP, which encouraged local developments, it said the organization as a whole lacked a clear "corporate" purpose.

The inspectors take the unusual step of spelling out in detail some implications for the future. Among their recommendations is the need to build a wider network of expertise to include librarians, writers, and others outside education.

Broadly speaking, the report identifies four areas of need, which are the foundations of the Micro-electronics Education Support Unit programme: curriculum materials for teachers, more support for initial and in-service training, expansion of the special education work started by the MEP, and a central information service.

Copies of *Aspects of the Work of the Micro-electronics Education Programme - Report by HMI* can be obtained from DES Publications Despatch Centre, Honey Pot Lane, Stanmore, Middlesex HA7 1AZ.

Parents challenge Brent ban on TES

by Barry Hugill

The school's sub-committee of the London borough of Brent has voted to end its ban on placing advertisements in *The TES*, following a protest from parents at a school hit by staff shortages. At a stormy meeting on Tuesday, more than 60 parents from the borough's major primary school, Waltham Forest, challenged the council's decision to ban the paper as a "racist and sexist nature of its publications". The decision of the schools sub-committee will have to be ratified by a full meeting of the

education committee, on which Labour has a majority. It is understood, however, that many Labour councillors will support a lifting of the ban. Following the end of the dispute between Mr Rupert Murdoch and the print unions, a number of Labour council have ended their embargo on advertising in the *TES*; among them the London borough of Waltham Forest which last week voted unanimously to lift the ban.

The *TES* is not printed at Wapping.

Heads counter city schemes

Every school should become a "centre of excellence" in a particular area of the curriculum, says the National Association of Head Teachers in a document published this week.

The document puts forward a way of tackling under-achievement in schools and restructuring 14 to 18 education - as an alternative to the Government plan to establish city technology colleges.

The centres of excellence theme is a variation of the "magnet school" idea mooted by - among others - Baroness Caroline Cox, chairman of the educa-

tion committee of the Centre for Policy Studies, and practised in the United States where inter-city pupils are offered specialist programmes such as science, humanities and the performing arts.

"All schools would provide a core curriculum but some time in each week would be spent by pupils in their chosen centres of excellence," says the NAHT. Early specialization could be avoided by a radical reform of the 14 to 18 curriculum based on the Technical and Vocational Education Initiative.

Launch of the first CTC - page 5

THIS WEEK

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All hands to the pump

In their valuable report on the Micro-electronics Education Programme, the HMI's find many things to commend but they also put their finger unerringly on the ambivalent attitudes of the Department of Education and Science which undermined its effectiveness.

This was highlighted by the protracted delay in appointing an information officer. If there were one thing which could have been learned from the strife-torn history of the Schools Council, it is that dissemination is the hardest part of any development programme. The desired outcome of the activities of pump-priming organizations such as the MEP is that others, beyond the immediate confines of the development process, should be influenced by them and the insights they generate. This demands intense concentration on communicating the results and organizing the transmission of information in a form which can permeate the education system.

There is no reason to doubt that this was well understood by Richard Fothergill and his colleagues at the MEP. The regional strategy adopted by the programme, aimed at engaging teachers widely in its activities, made it particularly necessary that information should flow freely to avoid unnecessary duplication of effort and to assemble the regional components into a national whole.

But, as has so often been the case, the DES ministers lacked any coherent plan into which this programme could be fitted. They were prepared to engage in pump-priming, but assumed that this was an end in itself - that once the pumps were primed the DES could walk away. What was lacking was any strategic appraisal of information technology as a weapon in the armoury of education.

The DES attitude was a mixture of fatalism and apprehension. It was fatalistic about the spread of information technology, recognizing that IT was making strides in the home and the workplace and would therefore invade schools and universities.



But, while it was acknowledged that young people (and their teachers) had to be taught to live with it, there was no disposition to go out and grasp the technology and conscript it for teaching and learning. Rather there was anxiety and unease. Just as some teachers (but not the best teachers) feared information technology as a threat to their quiet lives, so too the DES was apprehensive because it didn't know how to tackle the policy issues it raised, and because it was bound to cost money and focus attention on the allocation of resources.

The last point explains a great deal about the incoherence of the programme. The Department of Trade and Industry put money into school computers and modems to link them up by telephone. And through MEP and its successor the Micro-electronics Education Support Unit, the DES has put limited funds into software and other forms of support. But these funds are peanuts by comparison with what it would really cost to adopt the kind of policy which would transform the schools. The DES is - rightly, given the absence of any carefully thought-out commitment - reluctant to do anything which might land the L.E.A.s in extra expense, so its attitude is bound to be lukewarm.

The Secretary of State is busy making threats and promises about a national curriculum in areas where direct executive action by him is neither needed or desirable. But where he ought to be girding his loins and using his central authority is in regard to IT. He ought to have a five-year plan for equipping the schools with hardware without relying on jumble sales and sponsored runs. He should fund the teams of software writers needed to match the hardware programme. Undoubtedly this would imply some elements of a national curriculum but this would be a proper kind of central decision-making given the costs involved in - say - video-disc production for educational purposes. (Some of the decisions might need to be taken on an EEC basis, not just the UK.)

This would indeed be something worth arguing with the local authorities about - it certainly couldn't be financed to any large extent with "new" money. It would be up to the Secretary of State to preside over the shift in the allocation of resources needed to bring it about over time. All this would undoubtedly be difficult in the face of all the vested interests which defend the status quo. On reflection it's easy to see why ministers prefer to busy themselves with less demanding forms of empire-building and with relative trivia like CTCs.

COMMENT

Why 1987 is not 1968

The National Union of Students' plan to put the pressure on back-bench MPs in "student marginals" in the next stage of its campaign for grants above the starvation line (page 13) could be sound tactics.

The only notable setback to the Government's seemingly relentless policy of gnawing away at student support came in the autumn of 1984, when parents in leafy marginals rose as one man and woman to deluge vulnerable Tory backbenchers with letters of protest about an ill-prepared proposal to make them start paying for student fees as well as maintenance. That was hitting the Government vote at a point where it really could influence policies.

But can the students pull it off this time without that sort of parental backing? After all, they put on an impressively large and peaceful show of strength through the streets of London to Hyde Park last week, without any sign of the sort of widespread or influential support that it takes to get a Government to change its mind.

What our students are up against is that they simply don't command the sort of broadly-based, middle-class, middle-aged support that their French brothers and sisters were able to count on when they took over Paris in a series of powerful demos last December.

As Anne Corbett commented in *The TES* at the time, the French students were able to sweep aside the education minister's new policies for a more selective university entrance system, not because their opposition was especially logical, but because their essential strategy - a nation-wide, decentralized, democratic, and civilized approach - struck a chord with the French public's view of education.

the next generation of students still in the lycées.

Our students have a simpler message which ought to excite sympathy from a constituency every bit as widespread as that which has supported the student cause in France, Spain or even China. Whatever the case to be made for some future mix of grants and loans, there is no denying that student grant levels have now sunk so low that health, study and participation rates are increasingly threatened. Both DES officials and the House of Commons Select Committee have acknowledged the serious drop in their real value.

And yet the National Union of Students is still short of the sort of public allies who will march and be counted. Although the NUS has picked up an ill-prepared proposal to make them start paying for student fees as well as maintenance. That was hitting the Government vote at a point where it really could influence policies.

The explanation for this goes well beyond the present plight of our students. The truth is that higher education is not a popular cause in this country, and that goes for everyone who takes part in it. Whether it takes place in university, polytechnic, or college, the popular perception is that it is elitist, privileged, and irrelevant to the needs of ordinary men and women. It is difficult to imagine London's fifth- and sixth-formers joining students in the streets as they did in Paris in defence of open university access for everyone with two A levels.

Paradoxically, of course, this lack of public concern helps to keep our higher education participation rate shamefully low and exclusive, because the Government knows it can restrict expansion - or impose fierce cuts - without losing many votes. Students are not unloved just because they are able to have more radical ideas.

The first cuckoo...

As promised, Mr Baker has got his first city technology college (page 5) at Solihull with the help of the odd million from the American arm of the Hanson Trust, a multi-billion pound, multinational conglomerate. Several more announcements are confidently predicted between now and Easter. The city technology colleges are no longer a figment of Mr Baker's imagination. If Mrs Thatcher wins the next election, the first will open on time in September 1988.

It is important to keep this development in perspective. In political terms, CTCs offer the Secretary of State the chance to make a big splash for very little money. The more fuss the rest of the education system makes, the more convinced outsiders will be that this is the knee-jerk reaction of those with minds closed by years of cosy complacency. It is easy to get the argument in a twist. CTCs are irrelevant to the life of most schools - that is one reason why the policy is misguided. But, if they are irrelevant, why is everybody getting so angry?

The answer is, of course, that whatever their actual impact, a city technology college is not what other secondary schools want on their doorsteps, as first reactions from Solihull clearly demonstrate. But in the depressed north of the borough many parents are pretty critical of the existing schools which have more than their share of difficulties, and up and thrusting parents will undoubtedly welcome the opportunities which the CTC can offer. The arrival of the new college simply sharpens and exemplifies one aspect of the perennial conflict between the ideal of excellence and quality.

What is at stake is the teaching of education service - like all other public services - operates poorly in deprived areas. The great need is for a programme which will jack up standards and opportunities in the existing schools which, willy-nilly, the very great majority of boys and girls are obliged to attend. For all its suddenness and lack of prior consultation, the MSC's Technical and Vocational Education Initiative offered a strategy which promised a wide impact in the existing schools. Mr Baker could have built on this and on the idea of magnet schools within the maintained system. Indeed, the National Association of Head Teachers has come out with a statement along these lines this week, but, instead, the Government has chosen deliberately to put the effort outside the maintained school system.

Make no mistake, the result will be to create some excellent schools. And, as excellent schools are few and far between, this is not to be sneezed at. Pace the general election, '25 years from now, the graduates of the first CTCs will be rising to the top jobs, blessing Mr Baker and his millionaires for their benefactions. But his responsibilities are wider than this - they extend to all those who are now getting a poor deal, not just the highly-motivated. And as for the industrialists, why don't they put their own house in order and invest their millions in the training which British industry still so seriously neglects (page 14)?

On city technology colleges, the truth is out. I quote Mr Andrew Bennett, a white bread, buttered sandwiches and with crisp and Coke... unless they added Poundswick high school in Manchester.

Pupils and teachers have joined forces there to oppose the chips-with-everything diet on offer in the canteen. Their plight was raised by Mr Lloyd, who was even-banded in his criticism. Labour and Tory authorities were equally bad when it came to junk food, as Mr Lloyd said. School meals should have their fat and sugar content cut. High fibre would prevail and treacle pudding would be a sin of the past, resulting in a dearth of adequate hockey goalkeepers.

At Rotherham, the Secretary of State emphasized that we need the professional enterprise of many of our teachers displaying a really believe that his professional education Act, and an imposed curriculum, the best way to achieve that. Does he really believe, he demands the respect and commitment of those without whose enthusiastic support the maintained education system must fail? One could wish that the history had given him more of a standing of human behaviour.

Second opinion

In search of leaders, logic and feeling

The Secretary of State has often referred to the importance of good leadership in schools. Few would disagree that many might wish the concept of leadership stretched further and acknowledged that teachers are leaders in their sphere of responsibility.

I suppose the acid test of leadership is the extent to which respect and commitment, if not affection and total agreement, are engendered among the led. As each passes, the present Secretary of State apparently more concerned with politics than education, encourages that he can provide that leadership.

Through unsure to what extent Kenneth Baker is personally responsible for all the statements that he makes, and on the premise that he buck stops with him, I list a sample of views, statements and policies that seem to me to lack consistency and, above all, feeling.

He talks much of "the national curriculum". Without arguing the point that a national curriculum already exists, surely it is inconceivable to complain in one breath that the school curriculum has largely been left to individual schools and teachers, and in the next to assert that "more power should be transferred to heads and governors". Unless it be assumed that governors and heads will be more obedient to Government's will, this promise could bring even more diversity.

He seems obsessed with success: there are to be tests at 7, 9, 11 and so on. Worse, it is mooted that pupils do not "pass" the tests should move up. How will that build confidence in your youth? I have a faint memory of teaching practice in a primary school in the 1930s. Efficient teaching, I was told, was to read maximizing the school's 11-plus success - the pupils were streamed by seven. Does he think he wants pupils labelled by exam?

The Bill has little chance of reaching the statute-book, but provides a fascinating insight into the casting habits of pupils and Government ministers. Mrs Angela Rumbold, the Minister of State for Education, entertained MPs last Friday afternoon with tales of her sporting prowess as a girl. She was an accomplished goalkeeper for her school hockey team, filling the position with aplomb because she was, in her words, "a greedy little girl".

Large daily helpings of suet and treacle pudding meant that, like Topsy before her, she grew and grew. Mr Rumbold was fat because she had rejected the meat and two veg on offer in favour of stodge - proving that prescribed nutritional standards will not guarantee that children eat what they should.

What they consume, according to Labour member Mr Andrew Bennett, is white bread, buttered sandwiches and with crisp and Coke... unless they added Poundswick high school in Manchester.

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Fighting spirit: Kerry Hayes of Plumstead Manor School for Girls in south London floors former world judo champion Yasuhiko Yamashita during a test for a General Certificate of Secondary Education in PE. Twelve girls are taking the course, which has been designed by the British Judo Association.

Rumbold gets her teeth into junk food

A debate will be resumed in the House of Commons today on Labour MP Mr Tony Lloyd's Bill laying down minimum nutritional standards for school meals.

The Bill has little chance of reaching the statute-book, but provides a fascinating insight into the casting habits of pupils and Government ministers.

Mrs Angela Rumbold, the Minister of State for Education, entertained MPs last Friday afternoon with tales of her sporting prowess as a girl. She was an accomplished goalkeeper for her school hockey team, filling the position with aplomb because she was, in her words, "a greedy little girl".

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NEWS

Heads urge wider choice in foreign language study

by James Melkle

A radical shift in the way schools teach foreign languages is being put forward by the country's largest headteachers' union.

The National Association of Head Teachers has suggested concentrated regional drives to increase the teaching of foreign languages other than French - and is floating the idea of dividing the country into zones where a particular language could be made to flourish. The association makes the proposals as part of "an imaginative visionary national policy" without which only small improvements in foreign language teaching will be made.

In a response to the Department of Education and Science draft policy statement on languages, the association says at present there is only "flickering" to move away from the domination of French which is maintained by easier availability of teachers, overwhelming provision of books and materials by schools and local authorities, tradition, and the

fact that France is just over the Channel. The suggestions for areas of excellence are not detailed in the submission but could mean, for instance, schools in one part of the country opting for the same language as their "second" foreign language, thus attracting teachers and ensuring steady, long-term interest in that subject.

Use could be made of expertise from local universities and further and adult education classes, thus spreading community involvement.

The NAHT is aware of the dangers of a rigid approach, which could mean that pupils are limited in what they can study.

But an official involved in drawing up the proposals commented this week: "I would be interested in going round the country and finding how many cupboards were full of unused textbooks because the Russian teacher left years ago."

The association also suggests that

companies could make more use of teachers or lecturers, trained in foreign languages, to help them as interpreters or to teach their staff languages. Industry could repay such help through sponsorship or offering other expertise to schools.

The NAHT wants an investigation of the type conducted into mathematics by the Cockcroft Committee. Foreign languages can no longer be left to ad hoc arrangements in 104 local authorities, it says. Planning for national policy would have to take account of central funding for foreign languages in schools, the training and deployment of teachers and the use of native speakers.

Teaching of foreign languages in primary schools should be given greater impetus, as in independent schools; departments of English and modern languages should be integrated as language departments; and the place of examinations and graded tests should be reviewed.

PrIME director in crash

Miss Hilary Shuard, a former vice-principal of Homerton College, Cambridge, and member of the Cockcroft committee of inquiry into maths teaching, is recovering in the city Addenbrooke's hospital from a serious road accident.

The 12lb metal base of a reflective car's eye flew through the windscreen of her car on the M1 and hit her on the head.

Miss Shuard, who chaired Cockcroft's primary working group, is currently the director of PrIME, the Primary Initiative in Mathematics Education, an important project for the Schools Curriculum Development Committee which aims to take primary maths into the next century.

A statement from Homerton, where her project is based, said this week her condition was continuing to improve and a full recovery was hoped for.

Campaign to end final maths exam

by Ian Nash

Nine local education authorities in south-east England are backing a call for the abolition of final examinations for thousands of mathematics pupils at GCSE level.

They want them replaced with a continuous assessment scheme, devised jointly by the London and East Anglia Group (LEAG) for GCSE, the Inner London Education Authority and King's College, London.

The scheme is the ILEA Graded Assessment Scheme in Mathematics (GRAM), which offers a highly detailed academic pupil profile. It is also being developed in science, craft, design and technology and modern languages.

Exemption from the final examination was agreed in principle last week by a mathematics working party of the Secondary Examinations Council. But the go-ahead needs approval from the full SEC next month and then the Secretary of State, who must agree to waive certain national criteria for the GCSE.

If approved it will be the first major exemption granted under the GCSE national criteria, although a few minor exemptions were permitted to some examination boards last year.

The GRAM scheme is a network of hurdles which can be used to review the academic ability and attainment of every pupil, said Dr Margaret Brown, a reader in mathematics at Kings College, who helped devise it.

"It tells us what pupils can do and

SHA rejects merger

The Secondary Heads Association, representing more than 5,500 heads and deputies, has rejected calls for a merger from the 27,000-member National Association of Head Teachers.

For several months, SHA officers have been cool towards the idea, raised by the NAHT conference last summer, and the union's council en-

ded prospects of amalgamation last week, confirming the impression that there was little grassroots support for change.

The SHA argues that it has a more intimate, consultative style and that the NAHT, although it represents many secondary heads and deputies, is dominated by the concerns and demands of the primary sector.

Go-ahead for far Right

A High Court judge ruled last week that the Inner London Education Authority had no right to refuse the extreme right-wing British National Party a school in which to hold a by-election meeting.

The meeting eventually took place on Saturday afternoon at the ILEA reluctantly accepted the party's filing of a notice of intention to hold a meeting at book Charlton Manor school in the

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NEWS

Liberal's Bill promises to open up pupil records

by Barry Hugill

School pupils will be allowed to see the records that teachers keep on them if a Government-backed private member's Bill becomes law.

Liberal MP Mr Archie Kirkwood's Access to Personal Files Bill received an unopposed Second Reading in the House of Commons last Friday. It now goes to committee where it is expected that it will be severely amended at the instigation of the Government.

Mr Kirkwood and his co-sponsors have reluctantly accepted that they will have to go along with the amendments if the measure is to become law.

As it stands, the Bill covers housing, education, social work, immigration, employment and credit records. But the Government is prepared to concede only that access be granted to education, housing and social services records.

It is difficult to predict the exact shape the Bill will finally take. It will almost certainly contain a clause safeguarding the confidentiality of "sensitive information" held on file by teachers.

In practice, this would probably mean that evidence concerning child abuse would remain confidential - as would any other medical information.

Nor will teachers be able to see employment files held on them by local authorities. Mr Kirkwood is keen that

employment files should be open, but it is almost certain that the Government will not allow this.

But records about a pupil's school performance, aptitude and ability will be open to the parents where the child is under 16 and to the pupils themselves if they are over 16.

Students in further and higher education would be granted access to their personal files.

Mr Steven Norris, Conservative MP for Oxford East and a co-sponsor of the Bill, told the Commons that there were some appalling examples of record-keeping on pupils.

One file said of a boy: "We are a bit concerned about his honesty, but as yet no evidence." A girl was described on one file as "a thief, a liar and sly," and in another as "honest, truthful, frank and extremely helpful."

If the Bill does become law, it will complement the Data Protection Act which comes into effect this November, and guarantees the public access to computerized records.

Mrs Laura Thomas, of the Campaign for Freedom of Information, said on Monday that any serious attempt to alter the content of the Bill would be resisted in committee. She accepted, however, that Mr Kirkwood would have to accept defeat over medical and, possibly, employment records.

Task force searches for new talent

by James Melville

A Government-backed task force to recruit more teachers is launching a three-year publicity drive for the profession.

The six-member team, which originally intended to remedy shortages of maths, physics and design and technology teachers, now spread its net far wider.

In secondary schools the already difficulties in recruiting maths, modern languages and religious education, and there are shortages of primary teachers.

Education authorities and the Government say they now have a teaching as a career, first for graduates and sixth-formers, and to people who need encouragement to return to the profession.

The Teaching As A Career unit will have a London office. Association of Metropolitan Authorities headquarters in Westminster. Members will spend most of their time in the regions.

The Department of Education Science is putting up to £200,000 into the unit. Local authorities are expected to step up their own efforts to publicize the profession.

Mr Jack Dadds, assistant director of education in Kirkcaldy, began his year secondment as head of the unit next month.

Four of the other five members so far have been named and will be next term.

They are Mrs Jennifer modern linguist, who is deputy of the Central Foundation for the east London, Mr Brian Mann science at Wolgarston High School, Penkridge, Staffordshire, Mr McNeil CDT adviser in Salford and Mr Gerald Williams, Ysgol Hiradrag primary school, Dyserth in Clwyd.

British Telecom has been second company to join a task force authority in an effort to recruit trained scientists, mathematicians and technicians into teaching.

Mr Mark Richards, aged 44, a manager who plans to start teaching as a primary teacher in the summer, being seconded to Bradford City Council to help examine ways of better recruitment in shortage subjects.

British Petroleum has started projects with Hertfordshire and the Mersey education authorities.

Measures being investigated include splitting jobs between schools and industry, persuading industry to make a second career in teaching, company experts as consultants, persuading women to return to teaching after having children.

A free short course, in computer, mature mathematics and physics, science graduates to take up teaching, to be held at York University next month.

The three-day course, funded by Manpower Services Commission, to attract adults who wish to return to careers or to return to teaching.

Radice warns on sixth forms

by Mark Jackson

School sixth forms will have to provide the same opportunities as tertiary colleges to survive under a Labour government, Mr Giles Radice, the shadow education secretary, has warned. This would include accepting part-time students.

He told a local government conference in Wolverhampton last week that whatever "specific institutional framework" was thought best for particular localities, they would all have to provide a broad curriculum spanning both academic and vocational study and offer all pupils work experience. And they would all have to offer open access with opportunities for part-time study.

The speech was a careful balancing act in which Mr Radice made it plain that Labour thinks tertiary colleges are by far the best way to provide for the 16-19 age groups, but is not prepared to force them on recalcitrant authorities.

He told the conference: "Crucially, the tertiary college can provide the institutional framework for young people to combine academic and vocational learning."

Mr Radice warned that in the past few years Britain's record in education and training had been getting worse, with fewer pupils staying on.

DES sets up Aids unit

by Sue Surkes

Fears of an increase in the number of schoolchildren suffering from Aids have prompted the Department of Education and Science to set up a special unit.

Around 200 youngsters - mostly haemophiliacs - are carrying antibodies to the virus, and some are likely to develop the full-blown disease. Schools may eventually have to cater for "sufferers" children who are born with the infection.

The DES is planning to bring out a fact-sheet for teachers next week that will expand on last June's booklet, *Children at School and Problems Related to Aids*.

It also announced its intention to publish this week a booklet talking video aimed at teachers. A spokesman could not say how much it would be, but commented: "It will not take kindly to the approach to this."

Educational issues relating to Aids have been dealt with by the Department's schools division for some time. The rationalization of the Aids questions under the new branch, which liaises with the Department of Health and Social Security, will be headed by the principal, whose appointment is to be confirmed.

NEWS

Jeremy Sutcliffe reports on how the dwindling supply of teaching nuns is threatening convent schools

Getting out of the habit

Convent schools are falling prey to modern living - and, paradoxically, to their own success.

A shortage of nuns, largely the result of the post-war upsurge in opportunities for women, together with 40 years of peace in Europe which has wiped out a surplus of one million British spinsters, is now leading increasingly to a rethink on the role of religious orders in education.

Two convent schools in the London area have become casualties of the sea change in Roman Catholic education for girls. The latest is St Anne's in Ealing, a 400-girl convent school which has been put up for sale to the highest bidder. Parents are currently fighting the closure proposal and trying to raise enough money to beat off interest from rival developers.

The parents are likely to look closely at the case of the Sacred Heart convent school in Beckenham, Kent, where the parent-teacher association has succeeded in overturning a closure decision, and are instead to take over the running of the school themselves.

The Beckenham school is one of two in England run by the Handmaidens of the Sacred Heart, a teaching order founded in Spain 100 years ago and established in England in 1910.

The order's English province has convents in England, Ireland and India. At its height, when Beckenham convent's present headmistress, Sister Bernardine, was a novice, the provincial order was some 450-strong. Now that number has dwindled to fewer than 90, with 40 nuns at the two English convents.

The steady decline in the number of girls prepared to enter religious orders has brought a serious shortage of younger nuns with experience and

commitment to replace teaching nuns such as Sister Bernardine and her deputy, Sister Consuelo.

There is also a shortage of nuns to take charge of the pupils' pastoral care, particularly the 45 boarders at the 160-girl school. At the same time, the nuns involved in the running of the school are increasingly needed to lend a hand in the many other pastoral duties taken on by the nuns at the convent.

"We are living in an age when commitments are much more difficult, a much more materialistic age than before"

SISTER BERNARDINE

For these reasons, the order decided last autumn to close the school from July 1988. Parents, told of the decision at a meeting in December, decided unanimously to oppose closure, and instead press to take it over themselves. Their appeal to the order's Mother General in Rome, which included a commitment to pay the sisters a commercial rent for the premises with an immediate increase in fees of 17 per cent, has now paid off.

From next year, the school will join several other convent schools, which in recent years have relinquished control by the sisterhood to become independent establishments run by parents' trusts. Others have joined the state sector as voluntary-aided schools.

Sister Bernardine and Sister Consuelo - now the only two nuns still teaching at the school (the rest are lay

staff) - will both step aside to allow a lay head and deputy to take over.

For Sister Bernardine, the change is symptomatic of a pattern which is leading to a great deal of rethinking about education by religious orders - monks no less than nuns.

"We are living in an age when commitments are much more difficult, a much more materialistic age than before. Also, there are many more opportunities for young people to take up vocations of all sorts, like voluntary services overseas, than ever."

Mr Vincent Nelms, an accountant and one of five parents who led the successful campaign to keep the school open, also believes the change reflects modern attitudes. "The trend is for more lay people to take up Catholic duties. Many young people still feel there are many things they can and want to do without necessarily taking up orders."

Since the war, 1,500 places have been lost from Catholic schools in the London area alone, according to the Beckenham parents. That reflects, in part, the massive advances made in state education, which has now largely taken over the original function of the convent schools - to provide cheap education for the poor.

The Catholic Education Council encourages as many convent schools as possible to become voluntary-aided.

"From the Church's point of view, some change is needed," said Monsignor Edward Mahoney, chairman of the schools commission for the Southwark Diocese, which covers the Beckenham convent. "There was a time when the only way to get a Catholic education was to go to a convent or a monastery. There is no longer the same need to train nuns as teachers."

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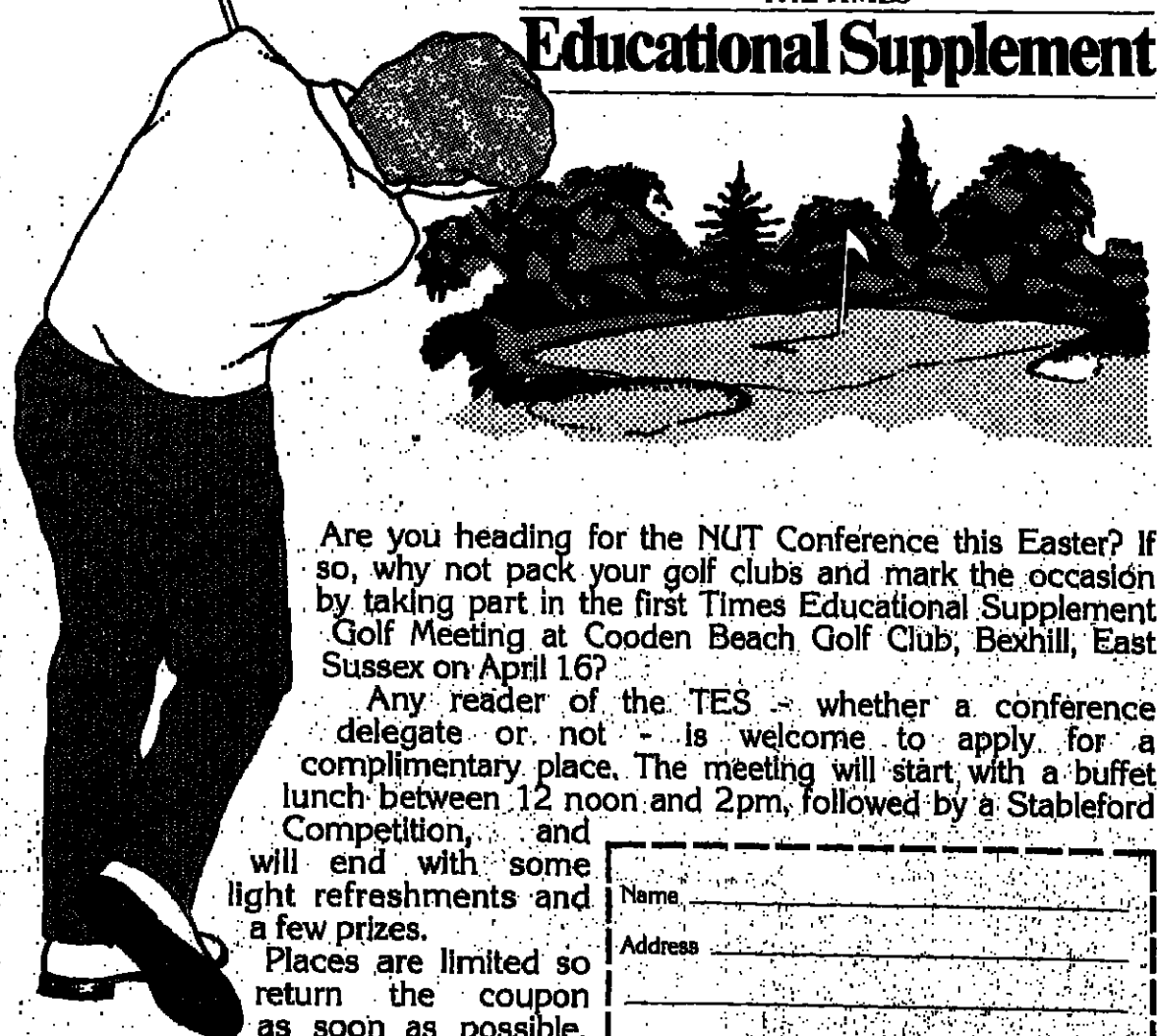
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Sarah Bayliss reports on how development plans could be used to shape the curriculum

Casting new building blocks for the future

Primary schools could use development plans to set out a curriculum to which every child was entitled and then demand the finance for it, a conference was told at the weekend.

Mr Norman Thomas, former chief HMI for primary education, described the idea of development plans - recommended by the Commons Select Committee report on primary education - as the most important recommendation MFs had made.

Speaking at Warwick University, Mr Thomas - an adviser to the committee described the plans as a way in which a school could answer the questions: "What are you doing? What do you want to change? What help do you need to make things happen?"

Professor John Tomlinson, the director of the education institute at Warwick University, said that in the past parents had complained that their children's education was not good enough - but that they had no official "entitlement" to refer to. He envisaged that in future a school development plan might be used for this.

The conference was held by the Public Education Policy Group, an alliance of academics, education officers, teachers, advisers and parents which is campaigning to defend public education. In the run-up to the general election, it intends to produce broadsheets on curriculum targets, parental involvement, pre-school education, and resources for primary education among other issues.

In a paper to the conference, Mr Thomas said new Department of Education and Science arrangements for school-based, in-service training might promote an interest in school development plans. Ideally, a demand for in-service training arose out of a discussion about the future needs of the whole school.

Mr Derek Willmer, senior inspector for Warwickshire, said that an increased awareness among primary heads of the cost of teachers' time might prompt them to concentrate more on staff development.

Stressing the importance of improving the quality of teaching, Mr Willmer said most heads were unaware of the teachers' salary bill paid on behalf of their school.

"Unfortunately, heads can spend more time and thought on spending the school's capitation than on the development of their teachers," he said.

The head of an eight-teacher school was responsible for an investment of £100,000 in teachers' salaries. Capitation for such a school might vary between £3,000 and £4,000.

"A greater financial awareness might help heads to appreciate how they use resources," he said.

He had once felt strongly that the road to improvement was via smaller classes. But now, as an inspector, in the privileged position of visiting many schools, he observed children who were "making more progress in classes of 40 than other children in classes of 35".

Similarly, there were children doing better in classes of 35 than in classes of 30. The key variable was the quality of the teacher. More effort needed to be devoted to improving the quality of individual staff, he said.

Mr Willmer welcomed the recommendation of the Select Committee that all class teachers should see themselves as subject consultants, supporting their colleagues and getting support in return. "It's a very civilized idea",

In infant schools he believed it would make more sense to have consultants for the development of imaginative thinking, rather than for history or geography. A consultant for "success" or "mastery" - making sure that the curriculum met the needs of children - were other possibilities.

He also welcomed the Select Committee statement, based on a promise from Sir Keith Joseph, the then Education Secretary, that at least 15,000 extra primary teachers be employed to ensure that subject consultants could carry out their work effectively.

Such additional teachers should not be used to reduce overall class sizes, as had been allowed to happen with the extra teachers paid for by Section 11 money - the additional cash made available for the teaching of ethnic minorities. He envisaged that in an eight-teacher school an additional teacher might spend half their time working alongside class teachers, or freeing them from their classroom obligations for two sessions each a week.

The remainder of the teacher's time might be spent arranging visits to other schools including neighbouring secondary and nursery schools, training parents to work effectively in the classroom, home-school liaison, and parental involvement programmes.



Oh my ears and whiskers! A youngster from a Southwark, south London, primary school prepares to entertain local pensioners at a concert in Dulwich Picture Gallery.

Heads' choice on video

The decision whether or not to show the controversial Metropolitan Police-made video about child abduction, should rest with the individual head-teachers of primary schools, according to Mrs Frances Morrell, Labour leader of the Inner London Education Authority.

In a letter sent to all governors this week, Mrs Morrell stresses that the LEA has never had a policy to exclude the police from schools but that a consultation exercise about their role in schools is being undertaken.

Cases of child abduction in the capital have risen by 400 per cent in recent years, which makes it too serious an issue to await the outcome of consultations, she added. Once a head has made the decision to show the video, teachers must follow that ruling, she says.

Meanwhile, the Hackney branch of the National Union of Teachers, which

created the furore last week by saying the controversial Metropolitan Police-made video should be barred from schools because they were racist and anti-working class, has issued a press release denying that it wanted the video banned. "We have not seen the video so are in no position to judge its suitability," says the statement.

The London branch of the National Association of Schoolmasters/Union of Women Teachers last weekend passed a motion disassociating itself from the Hackney Teachers Association and stating that for the past two years it has been actively working to improve school relations with the police.

"Members of this Association will use their professional judgement as to how and when they would show this video to children," said Mr Keith Waring, an executive member from Hackney branch.

Canvassing to cultivate art critics

by Ian Nash

Primary school pupils should spend more time learning to criticize art, teachers, advisers and inspectors subject agreed last week.

Without the self-reliance to make a judgement about the quality of a painting, pupils were unlikely to have confidence to do art or appreciate good paintings, several experts said.

They warned a conference at London University Institute of Education of the dangers of overburdening young people with practical work.

More "artistic" residents were needed in schools, pupils must be encouraged to visit galleries to meet artists, said Mr Simon Wilson, head of the Tate Gallery education department, and Mr Daniel Dahl, leader of Barbican Arts Group Trust.

The conference was organized by the Tate Gallery and the Centre for Multicultural Education to develop a series of national initiatives, and local education authorities, as children become critical consumers of art.

Mr John Van-Santen, an adviser with the centre, said much of the emphasis in primary school was getting children to make plans of their experiences and feelings but in exposing them to good art.

"In the secondary school, art experiences the expertise of art teachers. Despite the wide experience and enthusiasm, a range of complex reasons, adolescents and adults say 'I can't draw'," he said.

Added to this, most people ill-equipped to go to galleries and exhibitions and make considered judgements about works of art, Mr Van-Santen added. "I do not want to diminish the amount of experience children get making art objects."

Mr Van-Santen argued, however, that more attention should be given to enabling youngsters to become critical consumers of art. They should become more aware of children, and teachers and parents should introduce children to art in ways which are consistent with their age and development, he said.

Mr Dahl called for more similar to those organized by the Tate in London last year where three galleries - all concerned with issues of their immediate localities - were visited to galleries where children looked at the paintings and discussed them with the artists.

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Life classes

Maria Tsilepou spent a day pretending she was 17. In her imaginary world, she had been to a detention centre at the age of 15 for taking cars and had just ended a nine-month stint at a borstal, where she had done a motor mechanics course.

She had had a sentence deferred a month ago and had to find a job before her next court appearance. She had to find the money to pay the rent as her discharge grant had run out.

She fancied doing a course or getting a job in a garage, but had neither qualifications nor experience. Her probation officer had suggested she register for work at the careers office and sign on for supplementary benefit.

The tests proved far from easy. In real life, Maria, aged 15, is a pupil at Highgate Wood upper school in the London borough of Haringey, who is intent on a career in the arts.

But as part of a "survival day" mounted for around 200 fifth-formers at the school last week, she assumed a



In the balance: Fozan Mirza weighs up career choices

different identity and a host of problems to be solved with the help of real representatives from the Department of Health and Social Security, the Jobcentre and a host of other agencies.

"The Jobcentre couldn't help us because we had a criminal record," said Maria, who had teamed up with a friend. "We've seen Action Line and the walk-in centre and we're about to go to the DHSS. We're feeling very depressed."

But the exercise was valuable, she added. "It helps us to use different agencies and ask questions. I wouldn't have thought of going to all those places."

Mark Ramgoolie, aged 16, was meanwhile trying to sell his suitability for a fictitious book-keeping job in an interview with Mr Brian Graham, who runs the Hornsey Management Agency and is a governor at the school.

Immaculately turned out and punctual, Mark handed in his application form and curriculum vitae, had a go at a book-keeping test and confidently related experience gained from his family's restaurant in Stroud Green.

At the end of the interview, he discussed his performance. Mr Graham praised Mark's confidence and determination, but pointed out that he had fallen into the trap of describing himself as a good mathematician and then having to explain why he had only scraped through his mock examination.

"This is the only opportunity they will ever get to be told what they are doing wrong," said Miss Kathryn Alker, an assistant staff manager at Marks and Spencer, who had been interviewing in another room. "However much a teacher tells them about the sort of things they have to do, they believe it much more if it



Talking heads: Eddie Archer (right), a local jobs adviser, gives Anthony Jackson some interview tips

comes from an employer."

Her interviewees had been smart, many had had work experience or had tried to get a job, and all were positive about the approaching examinations. But many had thought good exam results alone were enough. "When I asked them why they wanted to be sales assistants, they looked blank."

Mr Norbert Read, a craft, design and technology teacher who had been sitting in on Miss Alker's sessions, pointed out that the staff could learn valuable lessons too. "Very few of the pupils had come in with any knowledge about Marks and Spencer," he said. "It's a common fault. Therefore, we should pick up on it and emphasize it."

The idea of the day - the first of what is expected to become an annual event at the school - grew from the experi-

ences of staff who had been on industry-related in-service courses and from discussions with community representatives.

It aimed to give pupils a taste of a range of post-16 options, and more than 40 representatives from companies, voluntary services, colleges of further education, trade unions and advice centres were invited to take part.

The teachers roped in parents with expertise to offer, including the plumber-husband of the deputy head's secretary. They asked sixth-formers to explain the realities of sixth-form life (while pupils on Certificate of Pre-Vocational Education courses ran the coffee bar).

Pupils were prepared for the exercise in tutor periods and careers les-

sons. During the day itself, all those taking part were encouraged to record their views on specially designed forms. In the event, some visitors invited students to go and see them again next term. And although the interviews were staged, at least one pupil was offered real employment.

Some of the tasks could have been more relevant to the career directions individual pupils wanted to take, said Debbie Adams, aged 15, while Amit Patel, aged 16, would have liked more interview practice.

But the lessons of an information-packed day that could have turned into a logistical nightmare were welcomed on the whole. "A lot of us will apply for college," said Amit. "And we'll be slightly more aware of what is needed than we were."

Angela's angels attract heavy flak

"Patronizing", "stareful", "short-sighted" and downright "disgusting", is how infant teachers view the assertion by Mrs Angela Rumbold, the Minister of State for Education, that four-year-olds are easier to teach than 14-year-olds.

Mrs Rumbold's interview in *Child Education* last December has prompted scores of outraged infant teachers to fill the letters pages of the March edition, condemning her apparent ignorance about the demands of the job and inviting her to come and see their schools for herself.

She was quoted as saying: "I think a four-year-old coming from any kind of background is much more malleable, much easier to control, much more willing to learn because they are still very keen to learn at that age."

"Even with a disadvantaged child, it is just not the same ball game at all as a 14-year-old on the brink of puberty... with all the pressures of the adult world sitting there outside."

"We try very hard to recognize the

importance of primary school teachers, but I don't think you can compare the task of someone else teaching a class the GCSE or the volume of work, particularly in practical science and so on, with the volume of work that goes on at primary level."

Anne Baldwin, a teacher from Rugby, Staffordshire, said her blood pressure soared when she read the minister's views. "How on earth does one begin to attempt an explanation of the skills and workload of an infant teacher to such an ill-informed lady?" she asked.

"How can someone so obviously lacking in knowledge of today's four and five-year-olds comprehend the physical and mental exhaustion experienced by every conscientious infant teacher - the teacher who literally does not have one minute of her working day free from the demands of the children in her charge?"

Nine teachers from Hillingbury county infant school, Epsom, Hampshire, are "horrified and disgusted"

that an education minister could be so badly informed and make such "odious" and "divisive" comparisons between teachers. They invite her to come and spend a day with them - "a day which begins at 8.30am..."

Another invitation comes from Pauline Fletcher of St Margaret's infants' school in Liverpool, who says she and other colleagues are often still at school after 5.45pm and still take work home in the evening.

And Caroline Price, a teacher from Ipswich, Suffolk, writes: "Her short-sighted attitude, symptomatic of so many of the people who seek to make policies in our schools, highlights the need to have some people with practical classroom experience in positions of power and responsibility."

Gill Wilton, editor of *Child Education*, said that many telephone calls had also been received from teachers who were not so much surprised at the minister's attitude, as dismayed that she expressed it so confidently.

Playboard confronted with Sports Council merger

Playboard, the organization for children's play launched four years ago following serious inner-city riots, is almost certain to be forced into a merger with the Sports Council, despite widespread opposition from local authorities and children's interest groups.

A letter from Mr Richard Tracey, the Sports Minister, to Playboard last week ruled out the possibility of placing responsibility for children's play for one year with the National Children's Bureau while a review was conducted. Mr Tracey also confirmed the Government's intention to cease funding from March 31.

The letter will be considered by the final meeting of Playboard's trustees on March 5. It will face almost unanimous opposition from Playboard's staff of more than 30 who believe play should maintain an independent voice.

Under the merger, it is proposed that half the staff are made redundant and offices in London and Birmingham are closed down. Funding will

continue at its present level of £700,000 but in future half this will be paid in grants to local projects.

Playboard has had a tough time since its creation by Whitehall, but gradually won the support of local authorities. Last year it published *Way for Children's Play*, recommending that local authorities should develop their own policies on play, rather than being specially appointed officers.

Maggie Smith, a leading member of the National Play Advisory Council, said: "The Sports Council has a huge budget of £27 million and massive preoccupation with sport and leisure. It doesn't relate to children's play which is about development with children."

But Mr Ian Gibson, the chairman of Playboard and the Conservative MP for Portsmouth City Council, said he had supported the merger from the outset, believing it would help the future for children's play.

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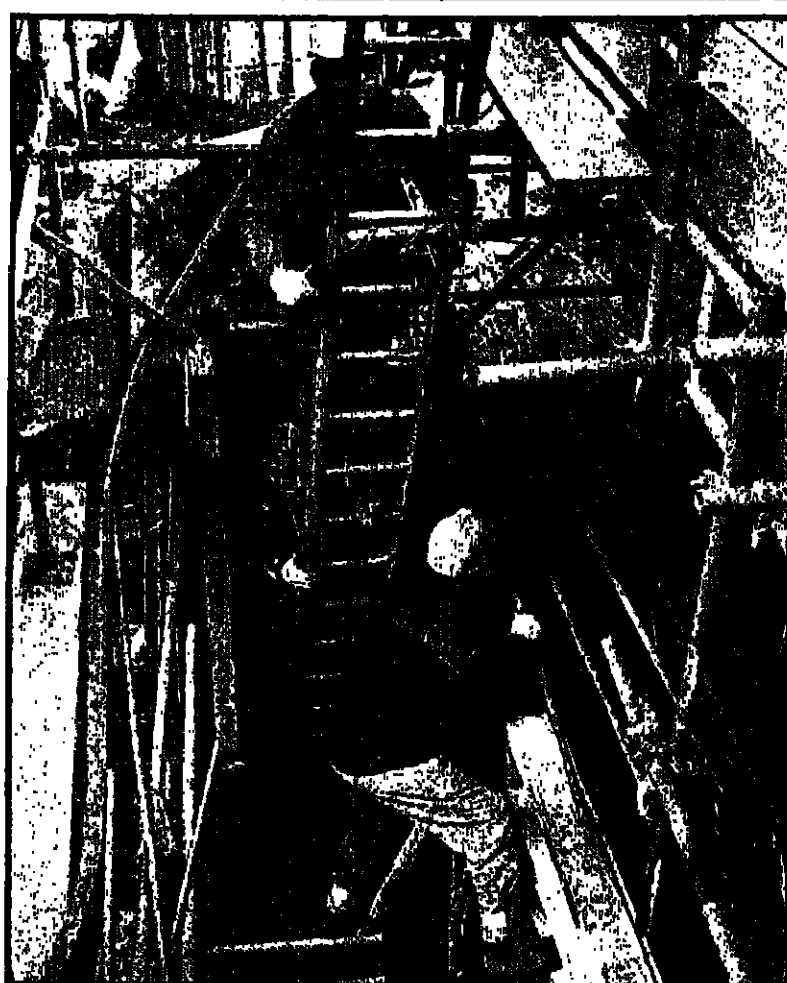
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SCHOOL TO WORK



On the ladder: major dilemma over whom to train

Commission squeezed on skills spending strategy

The Manpower Services Commission is caught in the middle of a new battle over national training policy which is likely to become a major election issue. The battle centres on whether efforts should be concentrated on training the unemployed or those already in work.

Last week the Commission's chairman, Mr Bryan Nicholson, appeared before Parliament's public accounts committee (PAC) to defend his agency against charges that it was failing to target its training programmes effectively. He had to admit that there was some justification for a National Audit Office report which alleged that the MSC did not know enough about industry's skills needs to be sure it was spending money on the right things.

The admission fuelled growing concern among both employers and the unions about the progress of the adult training strategy, the plan which is supposed to secure the retraining and modernization of Britain's workforce. The admission also ensured that the Commission's Government-imposed priorities will become a political issue. By a curious inversion, it is the Government which is currently forcing the Commission to concentrate on superficial training schemes for the unemployed, while Labour is demanding urgent action to stem the continuing decline in "hard" mainstream training within industry.

Four years ago, when Lord Young, then the MSC's controversial chairman, unveiled the adult training strategy, the Left and the local authorities complained that it was concentrating on employers and the employed at the expense of the jobless.

Since then, a succession of reports have convinced Labour that industry is dying from, at least as much as anything else, a lack of proper training; while opinion polls have persuaded the Government that its priority must be schemes which get the long-term unemployed off the register for a spell.

Mr Barry Sheerman, Labour's front-bench spokesman on training, told businessmen in Derby on Wednesday that his party was appalled at the latest labour force survey which showed that only 7 per cent of Britain's workers were now receiving training. He described Mr Nicholson's evidence to the PAC as "a devastating criticism of the Government's policy on manpower planning and research."

Stop talking - sound advice for schools

Iola Smith reports on a study that shows how speaking disrupts thinking



Researchers warn that open-plan classrooms which fail to isolate pupils from distracting sounds can impair performances

Silence is golden when it comes to attaining high standards in reading and mental arithmetic, according to studies currently being conducted at the University of Wales Institute of Science and Technology.

The psychology department's human performance research group has found that the sound of speech has a disruptive effect on both thinking and reading, and warns that open-plan classrooms which fail to isolate pupils from distracting sounds can impair performances.

Researcher Dr Chris Miles said: "Any voice-like sound disrupts the ability to memorize and immediately recall a series of numbers."

"As impairment gets worse when memory-load increases, it seems that silence is essential for successful mental arithmetic."

Although reading requires some short-term memory to recall previous passages, it is only disturbed by meaningful speech, says the research. For example, proof-reading tests which required students to detect spelling, grammatical and word errors in a text revealed that monoglot English speakers were successful when listening to a Welsh tape, but distracted when the language turned to English.

Bilingual students, on the other hand, were put off by the Welsh and English voices because they could understand both.

The research indicates that a voice does not have to be loud to be disruptive - a whisper can be as damaging as 70 decibels of sound. The number of voices and the position of speakers is also irrelevant, but it appears that bursts of sound can disrupt short-term memory.

As regards music while you work, preliminary research indicates that it is much more disruptive when there is a singer present.

The eventual aim of the £31,000 project, funded by the Economic and Social Research Council is to make recommendations on how the classroom or working environment could be improved.

New turn for industrial revolutionaries

by Ian Nash

The Royal Society of Arts, which spearheaded technological education in Britain's industrial heyday, is now considering taking on a new historic task - leading a national inquiry into the future of work, education, and play in the post-industrial age.

The society's council is about to discuss a recommendation that it should appoint a commission to identify what changes will take place in the opportunities and requirements for work by the next century, and to work out the implications for education and for the welfare state.

The proposal is a result of a series of seminars organized by the society, which culminated last week in a meeting, addressed by Professor Charles Handy of the London Business School, who is a member of the council.

Professor Handy told the meeting that seven out of ten jobs would be intellectual in nature by the year 2000 and that without a radical shake-up of education and the welfare state, only half the population was likely to be fit for employment.

He called for "a group of notables to focus on the issues which governments of every hue find it more convenient to ignore". It would be an alternative Royal Commission or new Beveridge Report for the post-industrial welfare state, and the most appropriate body to launch it was the RSA itself, he said.

Within three years, manufacturing industry would employ no more than one in five of Britain's workers and most would do "clever jobs". The days of the factory hand were gone for ever - new jobs in leisure and communications would require more manipulative skills and brain work.

School must change to cope with the new demands, Professor Handy said. The 16-plus examination route was woefully inadequate. "I want 90 per cent of our young to leave school successful in something."

"I want them to leave for work clutching a portfolio of certificates of demonstrated abilities - a driving test, a word-processing proficiency test, a language test, a mathematical proficiency test, a testimonial on their organization of an outing, a photograph of their design for a moped, and many, many more."

Learning would be carried out in different specialized institutions - "Language schools, for instance, independently run but paid for by the local authority on a per capita basis; a publicly-funded free market."

Professor Handy proposed the system of "educational credits" advocated by the European Economic

Community in which all school-leavers would be entitled to a total of three years' higher education - to be taken when they pleased - which could be used to update skills in line with rapid technological changes.

Everyone must have paid work if Britain were to avoid a society divided between a wealthy elite and an unemployed mass dependent on state benefits. Professor Handy proposed a national wage of, say, £40 a week for everyone of working age which would be built on through freelance and self-employed work.

His model society was very much a reassertion of the welfare state, but with the values of a post-industrial society. He saw the minimum income as "an incentive, not a disincentive", to work.

It would encourage experiment by providing a safety net for economic risk-taking and would remove the stigma of being labelled unemployed, retired or in need of welfare benefits.

Essential productive work must be shared out and people given the opportunity of self-employed and freelance work to top up their basic incomes.

A charter of statutory rights, such as sick pay and access to training, must be drawn up for the growing army of part-time workers. The "black eco-



RSA roots: 1851 Great Exhibition

MPs call for black trainees at Number 10

by Diane Spencer

The Prime Minister should set an example to the Civil Service by employing black trainees at Number 10, the House of Commons all-party committee on employment is suggesting.

The committee's report on discrimination is particularly scathing about the Civil Service and its employment record on employing people from ethnic minorities.

It urges the public authorities to "very much stronger examples of employers. Their image must change in order to encourage black people to apply for jobs."

"The committee would welcome black faces on the television screen. Yes, Prime Minister," said the report, which regrets that the Youth Training Scheme has been so little used by Whitehall.

Local authorities should also employ a workforce that reflects the composition of the population they serve, the report recommends.

In 1982 fewer than 1 per cent of Liverpool council's employees were drawn from ethnic minorities, which accounted for 8 per cent of the population as a whole.

The committee considers this particularly unsatisfactory because the pool's black minority community has been established for 200 years.

Lambeth and Haringey, two inner London boroughs, are recommended to increase recruitment from ethnic minorities.

Lambeth had increased the proportion of black employees from 10 per cent between 1981 and 1982 to 15 per cent.

It also recommended the wider employment of black people in training schemes by employers and the necessary publication of statistics on employment and promotion of people in each civil service department.

Unions rally for equality campaigns

by James Melkie

More equal opportunities campaigns are needed in schools and colleges to ensure that girls do not miss out in scientific and technical education or in training for the skilled manual trades, say unions.

Motion to the Trades Union Congress Women's Conference in Blackpool next month are urging the Government to give a lead in ways to prevent girls from dropping subject options early and so damaging their career and educational prospects.

The National Association of Schoolmasters/Union of Women Teachers says plans for city technology colleges will lead to greater segregation and sexist stereotyping by encouraging premature specialization on traditional courses.

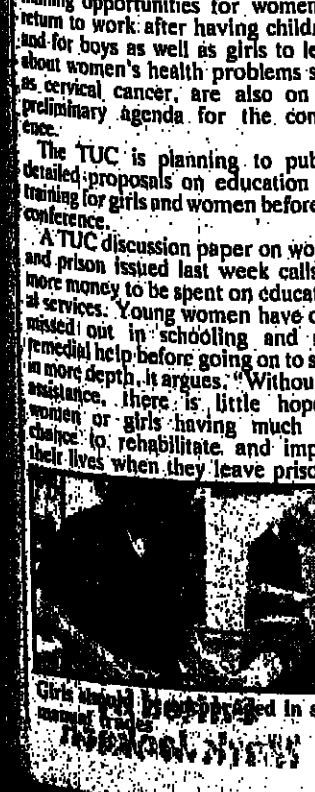
The National Union of Teachers wants a national inquiry into the nature and extent of sexism in schools and colleges, education support grants for projects promoting sex equality, and more in-service training in equality for teachers.

The National Association of Teachers in Further and Higher Education makes similar pleas to supporting proposals from construction workers for work experience and careers advice in skilled manual trades to be offered to schoolgirls.

Proposals for more nursery education, for increasing educational and training opportunities for women to return to work after having children, and for boys as well as girls to learn about women's health problems such as cervical cancer, are also on the preliminary agenda for the conference.

The TUC is planning to publish detailed proposals on education and training for girls and women before the conference.

A TUC discussion paper on women and prison issued last week calls for more money to be spent on educational services. Young women have often missed out in schooling and need remedial help before going on to study in more depth, it argues. "Without this assistance, there is little hope of women or girls having much of a chance to rehabilitate and improve their lives when they leave prison."



Girls should be encouraged in skilled manual trades

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SCHOOL PLAN

Bosses back year off for university entrants

Britain's top company chairman say students should take a year's break between school and university, according to a survey by Mr Martin Rogers, chairman of the Headmasters' Conference.

The vast majority of university vice-chancellors and college heads also responded in favour, saying an interval between studies added "maturity and a greater sense of purpose". Other institutions felt neutral about the idea, and only Edinburgh's Heriot-Watt was against it.

But only three in 100 colleges and university candidates take advantage of the chance because too little publicity is given to the range of overseas, community and work experience schemes on offer.

Thirty-two out of 37 of the top universities that responded to the survey said they would support a year's break with such experience. Only one

chairman objected, saying students would lose the habit of learning for something that would be of little benefit.

"The evidence shows that there is now a very strong case for boys and girls now in the first year of their sixth-form course to plan for a year between school and university," he said.

Existing organizations such as the Gap Activity Project, the Community Service Volunteers and Project Trust already did admirable work and efforts should be made to expand their activities "but the active support of the Department of Education and Science and the Department of Trade and Industry should certainly be sought."

A report on the survey, *The Year Between School and University*, is available from the Headmasters' Conference. HMSO, £3.50.

More equal opportunities campaigns are needed in schools and colleges to ensure that girls do not miss out in scientific and technical education or in training for the skilled manual trades, say unions.

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OVERSEAS

Police and students battle in anti-terrorist campaign

Police fired tear gas and water cannon at more than 2,000 student demonstrators in the centre of the Peruvian capital Lima last week, after 800 people were arrested and one killed in pre-dawn raids on three universities. Official sources said two of them were wounded in a gunbattle at San Marcos, the country's main state university.

Sr Abel Salinas, the Minister of the Interior, claimed that the three higher education centres - San Marcos, the Engineering University and the University of Education - were being used as bases for terrorist operations in the capital by two left-wing guerrilla movements, the Maoist Sendero Luminoso ("shining path") and the nationalist Tupac Amaru Revolutionary Movement.

The police later displayed 650lb of dynamite, fuses and detonators allegedly found in dormitories and classrooms on the three campuses, together with a small number of firearms and quantities of propaganda. Most of the 723 students and staff held in the raids were quickly released, but the Interior Minister announced that 109 were to be charged with helping Sendero Luminoso links.

The outrage of the students who

PERU Colin Harding reports on alleged guerrilla involvement on Lima's campuses

took to the streets after the raids was shared by the university authorities, who were incensed by the violation of their autonomy.

Sr Salinas retorted that "autonomy is practised within the law. When it is outside the law, there is no autonomy".

The rector of San Marcos, which was founded in 1552, complained that such an outrage had never been suffered before by Peru's oldest and largest seat of learning.

He said police rampaged through the campus, breaking down doors, smashing windows, forcing open filing cabinets and making off with bundles of documents. He also denied that students had fired at the police, and accused officers of planting evidence, under cover of the nightly curfew.

Observers agree that the violence of the police operation reflects the growing frustration of the Peruvian Government at its inability to destroy the guerrillas, particularly Sendero Lumi-

noso - which has been engaged in a "prolonged people's war" for almost seven years.

The Social Democratic government of President Alan Garcia was elected last year on a platform that included a "dialogue" with the guerrillas, but such promises have come to nothing. Sendero Luminoso is not interested in talking, and its tightly-knit structure has proved impenetrable to Peru's multitude of competing police and military intelligence services.

Both guerrilla movements have been openly operating and recruiting in the universities for some years. San Marcos, with 45,000 students, many of them from very poor backgrounds, has provided a particularly welcoming environment for Sendero Luminoso.

Several captured members of "annihilation squads", which specialize in daylight assassinations of police, military and political figures in the capital, have turned out to be San Marcos students.

Sendero Luminoso is sometimes compared to Pol Pot's ruthless cadres in Cambodia, but it has none of the latter's hatred of intellectuals. On the contrary, the guerrillas' documents like to quote Mao Zedong's dictum that "without intellectuals, there is no revolution".



Stone throwers: students hurl rubble at police in the capital

Essentially... just exhausted

A group of 11 American high schools is finding out that revolution in the classroom does not come easily.

Eighteen months ago, when teachers formed the Coalition of Essential Schools, under the umbrella of Brown University, Rhode Island, they were all set for battle, ready to undo decades of unproductive tradition and inspired by the ideas of Professor TheodoreSizer in his book *Horace's Compromise*. Today they are exhausted.

Professor Sizer, who heads the education department at Brown, has been keeping a watchful eye on his protégés. He told the annual convention of the National Association of Secondary School Principals last week: "It's the exhaustion of running a school and designing it all at once."

"The people in these schools are just tucked out. Of all the worries, that for me is the most grievous, because it is the exhausted person who's willing to give in."

In his "essential schools", there is a team approach to teaching, with each instructor covering a broader range of subjects with fewer students. The idea is that pupils must learn to use their

UNITED STATES The team approach to teaching has tired out its frontline troops, reports Bill Norris

mind, and show mastery beyond mere memorization of facts in order to graduate.

To achieve this, teachers are given no more than 80 students, rather than the usual 150 to 180, and are expected to work with each one individually.

The result, he told the convention, was that teachers had been "shocked" by the diversity of standards they could now see. A typical class had more than a five-year spread of achievement.

If a single textbook were used, "half the kids can't read it, and the other half are insulted by it. If you really are going to take kids seriously, one by one, and engage in serious diagnosis, figuring out how that kid's mind works, it's extremely difficult when the curriculum materials aren't there to back it up."

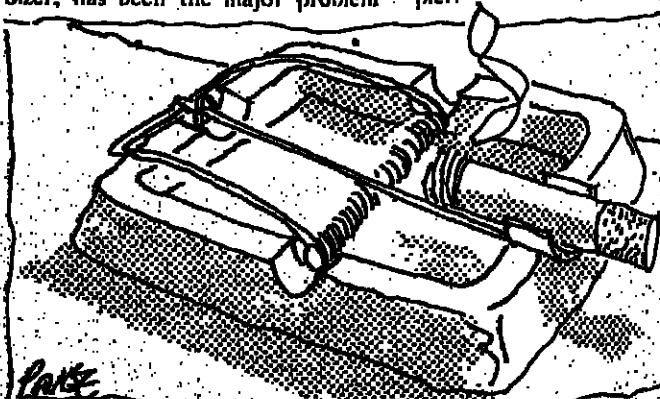
And that, according to Professor Sizer, has been the major problem

with his grand experiment: the "essential schools" have been given no backing in terms of money or faculty by their local school boards, but had to operate as though they were ordinary high schools.

"The folks in these schools were lonely," he went on. "And they were another problem: the very real temptation to flinch. At school re-schedules classes a few periods a day - humanities and sciences - some parent says 'my kid has tuba lessons', 'my kid has a seven-period day', and 'anonymity comes back'."

But despite all this, the 11 schools are not giving up. "There's not a school in the coalition that has even scratched the surface of doing what it wants to do, but it is happening," said Professor Sizer. "It's just beginning. We're way up, disciplinary problems are down and parents are being involved."

What's more, he claimed, both students and teachers are happy. They were before the experiment started - exhausted maybe, but happy.



17-year-olds. Teenage girls are particularly affected. It is estimated that some 21 per cent of female high school students "smoke cigarettes", compared with 46 per cent of males.

But not everyone is happy about the new restrictions. Students are threatening to do what their parents used to do: break into the toilet for an illicit puff. Teachers are sure they will do just that, and are worried about extended tours in "pottery patrol".

"They gave us these rights, and now they're trying to take them away," said a recent 17-year-old at a Maryland high school. "I don't think it's right. We're 17 and old enough to be able to let us. Everybody is going to

Offering a choice to thousands of real-life Rambos

William Tardieu and Zovig Ballan-Tardieu report on the limited scope for education in a war zone

For more than a century, Beirut was a centre of liberal education, where thousands of students from all over the Middle East flocked.

More than 11 years of war and violence have nearly put an end to Lebanon's reputation for high educational standards. Recent attempts to halt the downfall of educational institutions, no matter how limited in scope, now seem the only way to maintain some kind of long-term salvation for Lebanese youth, and ensure a civilized future for the country.

It is a sad fact that those in secondary schools and universities are the children of war. Brought up in a society where the gun rules, even the most motivated find it difficult to study.

In a destructive environment which involves forced school "holidays" due to heavy shelling, fear of getting hurt going to and from school, or even the impossibility of doing homework because of sudden and often prolonged power cuts, academic work soon becomes a secondary issue.

More destructive though is the ever-increasing influence of the militia upon the young, who easily identify themselves with real-life Rambo. Indeed, some drift into the militia as early as the age of 14. Given the economic and social chaos, such behaviour is seldom based on political or ideological commitment, but is symptomatic of a lack of choice. As a result, the militia grows larger, violence and unruly behaviour increases, while culture and education are slowly losing their effect.

In the midst of all this, however, there are moves to halt the decline of educational standards. One such attempt is the work of the Hariri Foundation, headed by the Lebanese-born Saudi businessman, Rafic Hariri.

Based in lawless West Beirut, the foundation has succeeded in keeping

LEBANON

many doomed educational institutions going.

It has set up a non-sectarian system of loans, enabling thousands of Lebanese students who have completed their secondary schooling to continue their studies either in Lebanon or abroad. One important component of this endeavour, is the Hariri intensive English language programme run in conjunction with both the American University of Beirut (AUB) and the Beirut University College (BUC), where students gain the necessary English language proficiency needed to enter universities in Lebanon, the United States, Canada, or Britain. Similar arrangements are made for students wishing to enter universities where the language of instruction is French.

This major cultural and educational initiative has recently suffered various setbacks: in May 1985, one of the programme's English teachers, Denis Hill, was abducted and murdered, and in April 1986, Irish-born English teacher, Brian Keenan, was kidnapped and his release now depends on the outcome of the Terry Waite mission.

The Foundation, therefore, feels it can no longer employ native English speakers on its staff, although it still believes they are indispensable to its schemes. Yet another setback involves the worsening of the situation in Beirut itself, where wide-spread xenophobia is now threatening all educational establishments which are deemed by certain people (fundamentalists in particular) to be centres of Western propaganda.

Despite these difficulties, the Hariri Foundation carries on with its cultural and educational programmes, providing Lebanese teenagers with an alternative to violence and despair. The benefits of such an education strategy may not seem immediately obvious; they may well, however, turn out to be vital for the future of Lebanon.

Harsh measures urged to curb 'insufferable swine'

Ann Suskind on the search for punishment to fit the crime

The abolition of the cane in New South Wales state schools this year will see a dramatic increase in expulsions and suspensions, the Minister for Education has predicted.

Mr Rodney Cavalier said 1987 would also see an increase in other punitive measures - the isolation of students, detentions, withdrawals of privileges and imposition of duties.

"If anything, we will be erring on the side of harshness. Schools and teachers in the classroom should have no doubt whatsoever of the total support of the Minister and the department in dealing with recalcitrant students."

"Schools are not social control agencies. They are not places for young criminals, and teachers will not be expected to degrade themselves in handling problems for which they are not trained."

The Minister was responding to a letter in the teachers' union journal in which a frustrated high school teacher called some students in state schools "insufferable swine" and said they should be expelled.

The letter, from a maths teacher in a country school for 17 years, said most state schools contained small groups of "insufferable swine", who blatantly defied authority, used threats of physical violence against other students, and systematically destroyed school materials - and damaged

AUSTRALIA

teachers' personal property without fear of being caught or punished.

Students who were not prepared to toe the line should be put out of the school. Staff should have "the guts to say we refuse to have these insufferable swine in our classes."

The teacher said he was seriously thinking of resigning because school life was being made unbearable by about 35 of the school's 1,050 students.

They were tearing computers and tables apart and some teachers had been reduced to sitting outside in corridors because they could not face "the lot" inside the room. They were being harassed outside school grounds and phoned at all hours.

A spokesman for the non-government schools' union said many private school teachers faced the same problems, particularly in the poorer Roman Catholic parish schools and in poor areas where violence in the community was translated into schools.

But he said non-government schools could more easily expel delinquents - in NSW expulsions from state schools have to be sanctioned personally by the Education Minister. Also, Christian private schools had the force of a "religious moral ethos" which brought students into line.

He said many students expelled from non-government schools were "dumped" on state schools as "trouble-making" and "damaged".

Unsettled in the motherland

GREECE

Helena Smith on the problems of bilingual schools

The five state primary and secondary schools in and around Athens that cater for migrant children from English-speaking countries celebrate a controversial second anniversary this month.

Greek emigration to Australia, South Africa and the United States rose dramatically after the civil war of the late 1940s.

These schools - an "educational experiment" according to the Government - are very much the realization of the Socialists' promise to help the nation's diaspora, who are now returning home in greater numbers than ever.

The purpose of the bilingual schools is to help reintegrate homecomers' children. These second-generation Greek youngsters from the English-speaking countries often have difficulty expressing themselves fluently in their mother tongue. Some have even grown up to despise it.

To an extent, the new schools have provided an effective solution for those parents who could not afford the fees of the many foreign-operated primaries and secondaries in Salonic and Athens.

Yet, in the two years since their inauguration, they have also faced numerous difficulties. Some critics have voiced fears that they run the risk of isolating the children rather than enhancing their genuine reintegration into Greek society.



Reintegrating homecomers has brought risks of isolation

In theory, the schools are supposed to provide a transitional stage in which the children will perfect their Greek and generally adapt themselves to the country's way of life before attending a day school. But the youngsters often appear reluctant to do anything of the sort.

Mr Ildoros Kakouris, an English teacher at Varinbopoli, the largest of the five schools with 450 pupils, said: "They feel that everyone is against them."

He explained that teachers had great difficulties coping with the mixed academic abilities of the pupils. "Although these children feel more comfortable conversing in English, they refuse to accept the Oxford English I attempt to teach them."

"They also feel terribly disillusioned that here we cannot offer them the swimming pools, videos and colour TVs which they say they are accustomed to."

Androula Achilleos, aged 14, whose English was identifiably of the Ialington variety, did not complain about the

lack of swimming pools but did say: "It's a real mess here. The classrooms need redecoration, there are no dustbins and there is no organization. This morning, the key to the classroom was lost and we couldn't have our lesson."

Mr Kakouris wistfully acknowledged: "We haven't solved the problem yet. These children need a lot of goodwill, understanding, time and friendship. We should have a resident psychologist at the school."

"We often joke about being masochists in the staff common room, but then this school is not financed any differently from the other state-run schools, and we teachers certainly do not benefit financially for all the extra work we do."

Although undeniably well-intentioned, the success rate of this latest Government scheme to produce Greeks from the children of the diaspora remains to be seen.

"We will only really be able to evaluate this school after three or four years. But I continue to be optimistic," Mr Kakouris said.

How passing fashions give certificates to all

"Hey, I got my school certificate," whooped the 15-year-old girl as she opened her exam results in the local post office.

But her remark was misguided. Everyone gets a school certificate in New Zealand this year - one for each subject taken.

Once upon a time, when the school certificate was invoked as an appropriate exam for the new leaving-age of 15, you had to get 200 marks in four subjects to pass. That changed to single subject passes 19 years ago.

This year, marks vanished altogether and seven grades from A1 to D were introduced.

When parents saw the new results of the system, however, it wasn't good enough for them. Marks have been given, and grades calculated.

Although at most schools there was only a typist in the office at that time of year, switchboards were overloaded with requests for the children's real marks. Some schools looked at the effort it was costing them, the cost of the postage, and demanded a fee for supplying the marks.

Quickly the education department said it would send out marks on request, gratis, if schools would not oblige.

The reason for this deep mistrust of

NEW ZEALAND

Lyn Richards on the mix-up over a new grading system

the new certificate lies in the job it used to do. For 40 years it was a prerequisite for blue collar jobs and preferred by apprenticeship boards. A jobs got scarcer and more technical, more and more children went back to school after school certificate.

The liberal aim of "schools without failure", and the fact that most children are now opting for longer schooling, produced a school certificate everyone can get. But this has fudged its function of sorting school-leavers by marks.

The chances of the changes gaining acceptance are slim. Asked how job prospects were for school-leavers the employers' federation pleases reformers by saying that employers are looking for good workers and school reports which tell more than mere attainment. Then they blew it by saying that children with university entrance or school certificate should have no difficulty in finding jobs. Wrong twice: university entrance ceased to exist a year ago, and all children get a school certificate.

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Many tested, few chosen

ZAMBIA

Thousands of Zambian school children have experienced, like their predecessors, the burden of competition year after year as they sit two crucial selection examinations, one at the end of Grade 7 (age 14) and the other at the end of Grade 9 (age 16).

According to the results of the 1986 Grade 9 selection examination, only 13,251 pupils have been selected for Grade 10 out of 53,352 who sat the paper. As many as 40,101 children in the 14-16 age group have been squeezed out of the education system.

In the previous year, 49,622 pupils sat the Grade 9 examination and only 12,990 proceeded to Grade 10.

Of the fortunate few who have been selected, many will find it hard to make the Grade 10 to 12 school year.

Clearing the air

Smokers are on the run in America. Not on the heels of an edict banning tobacco from all federal government offices has come a new development: children may no longer smoke in school.

Though not yet universal, the latest ban is being adopted in an increasing number of school districts. It throws into reverse a policy widely adopted during the 1970s of providing "smoking areas" on school premises, on the theory that not to do so would infringe students' rights.

A recent survey by the National School Boards Association shows that more than half the 2,000 school districts questioned have increased smoking restrictions for students, and 73 per cent now ban student smoking on school grounds.

Health officials have become alarmed at figures produced by the National Institute of Drug Abuse, showing that although smoking has declined almost everywhere in the United States, it is increasing among 12 to

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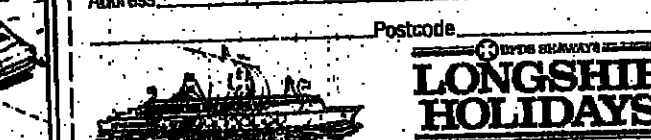
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LETTERS

Cherishing the parts other standards fail to teach

Sir—The Platonic article of January 30 must be one of the strangest and saddest things to come out of a Whale since Jonah himself.

John Whale's main thesis is that language is best learned through the study of "good" writers. The standard set by these writers he concedes can be "shifting and subjective". Clearly such a standard is no standard at all. Nor does Mr Whale's brief catalogue of good writers sit easily with his worthy assertion that what is at issue is "efficient written self-expression for the needs of daily life".

Mr Whale goes on to write: "You can teach parts of speech... without

naming them... Why not name them, for goodness' sake? We name everything else we teach, including concepts easier to recognize than ambiguity or tautology.

He is apparently resigned to seeing useful conventions such as apostrophes and hyphens disappearing from the language, and actually states: "The business of the teacher... is to preserve hyphens and apostrophes as long as educated usage permits, and then to let them go." My understanding of cause and effect suggests to me that such conventions are disappearing largely because it has long been unfashionable, in many of our

schools, to insist that they be observed.

The Kingman committee will be considering such matters closely, and Mr Whale's expressed concern that it will perpetuate those conventions which are indeed worthless betrays a sad lack of faith in the judgment of those gentlemen. Personally, I regard the committee and its brief as by far the most encouraging development for the teaching of English to emerge for many a year. I wish Sir John Kingman and his team every success.

I C MacDONALD
62 Farlington Avenue
Drayton
Portsmouth

Inquiry team

Sir—Your correspondents from the Values in Education Research Group at Bath University (Letters, February 13) are misinformed.

The membership of the Kingman Committee of Inquiry into English language teaching does in fact include a comprehensive school English teacher, and an HMI observer will be attending its meetings.

Another HMI has also been made available to serve as the committee's full-time secretary for the duration of the inquiry.

DAVID WILKINSON
Head of Information
Department of Education and Science

Meaning priority

Sir—The brief quotation from me in the article about the committee of inquiry into English (TES, February 13) might suggest that foreign language teaching is irrelevant to the committee's activities, which is the precise opposite of my views.

It is to be hoped that the committee does indeed consult foreign language teachers—something the Bullock committee signally failed to do.

For a decade or so, we have been emphasizing more and more the teaching of a foreign language as a way of communicating meanings rather than as a grammatical system to be manipulated.

This does not mean that we ignore grammar, just that we put it in its proper place as the servant of meaning.

In the process, we have had to ask ourselves awkward questions: "What is communication?" and "What is correct grammar?" We haven't found any definitive answers, of course, but we have amassed quite a lot of interesting speculations the committee would find useful.

BRIAN PAGE
President
The Joint Council of Language Associations
Central Language Laboratory
The University of Leeds



Minding her language: unnamed parts of speech are forgotten

Lingo-minded

Sir—W S Brownlie in his "Lingo" column (TES, February 6) commented on the inadvertent omission of the verb "to be" in constructions such as "But one of the things which was interesting yesterday, that although the Topic access was not available for an hour, it didn't make the slightest bit of difference to trading".

However, it was unfortunate that his preoccupation with one error led him to overlook another, arguably more serious, transgression. The use of the singular verb "was" in the construction "... one of the things which was" where the relative pronoun "which"

relates indisputably (Why do only the English make this mistake? It would be unthinkable in German!) to "things" and not "one", is becoming so common even in "educated" circles as to threaten a complete solecistic takeover.

When even the lingo-minded can stumble at such a basic grammar-hurdle, it is hard not to conclude that correct English really is one of the things which are beyond redemption. The sentence is also incorrectly punctuated, but that is another story.

J CALLAGHAN
Squadron Leader (RAF)
15 Elmsmere Road
West Bridgford

National barrier

Sir—Clare Lambie's article ("A Matter of priority", TES, February 6) makes depressing reading. Of course it is disgraceful that foreign nationals may not hold teaching posts in state schools in certain EEC countries, particularly France and Germany. This is something that the British teaching unions should have protested about to the EEC authorities a long time ago, instead of leaving unfortunate individuals to struggle on their own.

However, the most depressing feature of all is surely the writer's own conclusion. If the study of language and literature is meant to be a humanizing experience (which is presumably how we still try to defend our

Book work

Sir—I was interested to read (TES, January 16) the criticism levelled at the "whole language" approach to the teaching of reading which is in vogue in America. It appears to have much in common with the enthusiasm for "reading with real books" which is sweeping primary schools.

A week later we have James Billington weighing in against a skills-based approach to reading and suggesting that children should "organize and recognize thoughts", reacting to "all the available clues as they impinge on each other", without apparently being able to read the actual words. So, once again, we are treated to the prospect of exponents of particular methods of beginning reading, convinced that they alone have the magic key which will open the door to enthusiastic and efficient literacy for all.

The real problem, however, as the American experience has shown, does not lie with the beginning readers but further on—namely how you develop the basic reading skills to enable children to become effortless, perceptive readers who enjoy reading and have the ability to immerse themselves in a book. It is a sad fact that the child who does not learn to read early in his/her school career—and there will be some no matter what we do—is less

subject to a certain extent), thereby failed in her case. For her condition, we should "follow the Common British teachers must have priority in Britain".

We are increasingly told that the emphasis in modern language teaching must be placed more on oral work, and materials and situations should be regarded as a priority. If "authentic texts" are excluded, that cannot be the pupils' loss, Clare Lambie's "priority" would appear to be for her own career.

JEANINE PICARD
11 Malmesbury Close
Newport
Gwent

Infant appeal

Sir—We enter, yet again, a period of concern about the degree of illiteracy in Britain. Dr Mary Hamilton's research (TES, February 6) draws attention to the plight of those born between March 3 and 9, 1958, stating "... nearly one in eight... said they had trouble reading, writing or adding up".

Paul Johnson (TES, February 13) compares adult illiteracy to the scourges of the underdeveloped past, such as open sewers and child labour. The Report of the Assessment of Performance Unit, Department of Education and Science, 1986, states "... contrary to popular opinion, only about 3 per cent of pupils have great difficulty with writing; I wonder how many pupils this would be if transformed to national pupil numbers.

It is time that our legislators realized that illiteracy begins, for schools anyway, at the pupil age of five. Many of our reception children are in large classes and there is little opportunity to

establish reliable skills from the earliest stages of education. If early skills are to be established, staffing must be improved at infant level.

When each primary school teacher is given a half-day each week to train and provide for those with problems we shall begin to plant the seeds of adult literacy. Teachers are not encouraged to deal with children one at a time; consequently, there is little opportunity for less able children, and difficulties in the early educational stage become compounded during the 10 to 20 pupil years in school.

Catering for the existing population of illiterates will do little to reduce adult illiteracy in the future. Rather, we should spend the money that would help us to reap the higher benefits.

JEAN ALSTON
Editor, *Handwriting Review*
Crews and Alsager College of Higher Education
Crews
Cheshire

Maths divide

Sir—By coincidence, the article on the relatively harsh demands of maths A level (TES, February 6) was published in the same week that the 1986 Joint Matriculation Board Examiners' Report reached me. Its contents make clear that, while there may indeed be some difference between the standards demanded by maths and other A levels, there is an even greater difference between the standards demanded by different maths A levels offered by the same examination board.

As evidence for this statement compare "pure and applied mathematics" with "pure mathematics with statistics". These subjects shared the same paper for pure mathematics; while the other paper contained several common questions.

I was initially surprised to notice that the quality of the candidates for pure/applied was clearly significantly better than those for pure mathematics; the mean mark on the common pure paper was 47.8 out of 118 for the former, but only 32.0 for the latter.

I was shocked, however, to realize that this difference in candidate quality had clearly completely escaped the

attention of the examiners: their response was simply to lower the grade boundaries for the pure/statistics exam. The following table shows the grade boundaries for these two very similar exams:

Grade	Pure/Applied	Pure/Stats
A	68%	58%
B	56%	49%
C	48%	42%
D	38%	33%
E	28%	25%

As the table makes clear, candidates of similar ability around the critical B/C/D area can expect to be awarded one grade less if they enter for pure/applied than if they enter for pure/statistics. Do universities, even those which are members of JMB, pay any attention to such anomalies when handing out offers?

The A level system is already under attack for the way in which it restricts the sixth-form curriculum on behalf of the universities. If the system is, in fact, nothing but a lottery anyway, maybe the quicker it destroys itself the better it will be for all concerned with education.

A TOUBKIN
34 Lancaster Crescent
Tottenham

Language value

Sir—"Languages too could be taught to their bow", writes Claret Harnett of pupils who need to be persuaded of the value of languages.

The sad fact is that the message is just not believed by many pupils. Despite the video by Baker, and in spite of evidence that the industry is losing trade because of a shortage of linguists, pupils are opting out of French and other languages in the third year. They are being attracted by the technological/scientific/practical subjects which now see as their only chance of getting a job once they leave school.

If British industry really wanted pupils to study languages at school, it should put its money where its mouth is. Children and parents will be convinced if they know that the language is a requirement for the jobs, or will carry extra salary in the form of higher pay. "An extra salary your bow" is just seen as teaching

DEREK NEIL
23 Jesmond Park West
Newcastle upon Tyne



Capitalisms

Sir—I take my facts from *The TES* of February 6 about the rise in the Inner London allowances.

Teachers go from £1,110 to £1,215, a rise of 9.5 per cent.
White collar staff with the Inner London Education Authority get £1,494 rising to £1,602, a rise of 7.2 per cent.

I make no comment.
I invite opinions and, hopefully, an explanation of these discrepancies.

LYN CLARK
Haggerston School
Weymouth Terrace
London E2

Union delusion

Sir—It is about time the teaching unions stopped deluding themselves, and anyone else, that they have a mandate to make decisions concerning pay and conditions.

The National Union of Teachers and the Assistant Masters and Mistresses Association have both ratified the Nottingham Agreement after a postal ballot.

But... what of the results of this ballot?
The NUT had an approximate 60 per cent return of whom 60 per cent voted yes.

The AMMA vote was very similar, the return being 57 per cent and the yes vote being 63 per cent.
This means that in both cases the yes vote is a percentage of the total membership was approximately 36 per cent. This is hardly a vote of confidence.

If this form of voting is carried to its logical conclusion, we could see a 5 per cent return with a 51 per cent yes resulting in a proposal being carried by less than 1 per cent of the total membership.

Simply on such important issues as salaries and conditions of service it is time that the unions looked for a real vote of confidence, that is 51 per cent of the total membership.

The unions constantly tell us they are negotiating with "local employers".

This, of course, is a historical nonsense. Were this to be true, each area would negotiate its own salary and conditions related to its own circumstances.

Today, and for many years past, we have had a national teaching body and we negotiate a national salary, without any consideration given to the local cost of living.

Now that the posturings of the various unions have backed Kenneth Baker into a corner, perhaps the only solution is for the imposed settlement with a long-term aim of a truly national salary structure and the unions negotiating with the Government.

At least this would give the unions some credibility and role; for if salary and conditions are taken over by the Government then the unions will be a rump with no power and nowhere to go.

Perhaps, however, the unions realise this and are more interested in maintaining their "status" with politicians than in serving the real long-term aim of promoting the status of teaching and teachers.

JEFFERY V. SMITH
38 Archer Road
Stoke Newington

Astonished by OU reading research that's run and run

Sir—As a sometime member of the Open University reading project on textual cohesion, I was intrigued by the article "Survey fuels debate over reading tests" (TES, January 30).

I'm not sure what astonished me more: the fact that the project was still going on (with DES money since the OU is directly funded) six years after the DES withdrew funding, or the revelation that Mr Peter Gannon of HMI Inspectorate was largely responsible for the withdrawal of support because he "did not approve of the use of authentic texts". Regrettably it seems that Mr Gannon is the latest in a series of scapegoats in the lamentable history of this project.

The facts are these. In 1979, members of the team realized that the entire methodology as proposed was profoundly flawed in several respects so that, however the data turned out, it couldn't throw any light on cohesion and children's reading fluency. Two external consultants confirmed this, and initially it was also acknowledged by the project director in his July 1980 report to the DES.

The data might still have had some residual if minor value as a general non-standardized reading test, but for significant problems in the actual data collection. From the outset, data were, in the words of the director's report, "partial and corrupted".

The school of education took the view that relatively minor and superficial changes would suffice to correct these problems. The team's internal reports continued to "tell it like it is", and a furore erupted when the school

ordered these reports to be "embarrassing". The DES, however, had formed its own doubts and in 1981 appointed an independent assessor from the University of Birmingham. His decision, it was agreed, would be binding. His report found the methodology invalid and recommended that the test booklets be abandoned in favour of some other approach. The project director felt unable to do this, whereupon the DES withdrew its funding and made it clear that no more money was to be expended on the project. Mr Gannon's concern over the use of authentic texts was hardly centre-stage in these developments.

Professor A STOKES
1803 Carle Drive
Urbana
Illinois
US

Baker backers

Sir—Beware Friday the 13th! The report on the Conservative Education Association published in *The TES* on February 13 gave an unbalanced and in part inaccurate view.

As rightly pointed out, the association will not be launched until next month, when we will publish a manifesto of our views. This has not yet been written. In response to a request for information from *The TES*, a CEA steering committee did issue a statement of initial aims.

You reported this as making us anti-grammar school, as attacking the Assisted Places Scheme and city technology colleges, and resisting any Government attempt to take polytechnics away from local education authorities.

While we are pro-comprehensive in that we "recognize the valuable contribution that so many comprehensive schools have made to raising educational standards", we also maintain the right of i.e.s to keep their grammar and secondary modern schools if they so wish. We believe that i.e.s should decide the type of provision in their area, but we would oppose any wholesale attempt to change the comprehensive system back into a bipartite one.

Science culture

Sir—In the wake of Industry Year, I thought it would be interesting to reflect on one of our own projects in the context of the national effort.

Sir George Porter's address to the annual meeting of the Royal Society reinforced a generally held view that there is inadequate investment in science education and research in our country to match the progress of our industrial competitors people to make their careers in industry.

Whether a lack of funding is the only, or even the principal, problem is debatable—there seem to be cultural and moral dimensions to the problem which additional funds can do little to affect. Funds would, of course, encourage the notion that someone, somewhere cares.

We have been the architects of the Middlesex Polytechnic development at Bounds Green since 1975. The site was planned to house the main engineering and design courses at the polytechnic; applied courses with specific industrial relevance and generally recognized to be worthy of support and encouragement.

Capital projects in further education require the authority of the Government, acting through the Department of Education and Science, before they can proceed. You would expect the DES with such a responsibility to be both generous and organized in the release of their funds.

Our experience over 11 years and more than 10 phases of ad hoc building



Tory goal: grammar schools remain one of the options

We made no mention of the Assisted Places Scheme or city technology colleges. Our concern is with manifesto commitments of the future rather than of the past. We have as yet taken no view about the future of public sector HE. We simply "recognize the positive

role that i.e.s have played." In the education debate within the Conservative Party, we would usually be found supporting Kenneth Baker, or any other sensible Education Secretary. Our position on grammar schools, for example, recently the

subject of comment by party leaders, is the same as Mr Baker's.

DEMETRI ARGYROPULO
Convener
Steering Committee
Conservative Education Association

Real numbers

Sir—Richard Cooper's article on "The real world" (TES, January 30) ought to open up the debate beyond "what" and "how" we teach and learn in mathematics lessons. The young people encountered at Smiths Meters were experiencing mathematical aspects of their "everyday" situation.

There is no way we can make what happens in the mathematics classroom part of our pupils' "everyday" situation (apart from in the trivial sense). The foundation levels of the Cockcroft Report/GCSE syllabus can be more

than adequately covered by the age of 14. We should consider removing most of our 14 to 16-year-olds from the mathematics lesson and concentrate our scarce teaching resources on helping them to deal with mathematical situations as they arise.

For a considerable proportion of this group it is only through experiencing the relevance of mathematics that they can expect to cope competently with it and, perhaps appreciate it, in its own right.

PETE STOCKWELL
Education lecturer
Loughborough University

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FEATURES

The threat of Aids means enormous pressure on the health and sex education curriculum to change, and change fast. A major concern among teachers is that the Government campaign of TV warnings and leaflets has not been co-ordinated with a campaign in schools. The result is that pupils have been brimming with questions that their teachers don't always feel ready to answer.

The simple reason for this is the lack of resource material available for teaching about Aids. BBC School Radio has responded quickly with three programmes for secondary schools this term, and a phone-in for parents and teachers last term.

The DES's "Fact Pack", a question and answer style briefing document aimed at helping teachers answer questions on Aids as they arise, will be ready in early Spring. The soon-to-be-abolished Health Education Council is preparing a starter pack for use by teachers, parents and school governors. This will be tested in classrooms in March, but won't be generally available until the Autumn.

Already, the small amount of resource materials available (mainly videos) are getting out of date in terms of statistics on projected death figures. Creating resources appropriate for schools will be fraught with difficulties. Yorkshire Television has embarked on a special Aids programme (likely to be broadcast in May) and they are considering using drama rather than documentary as an approach.

Another concern about Aids education is the possible hobbling effect of the 1986 Education Act, which will effectively give control over sex education to governing bodies from September. Leicestershire's Chief Education Officer, Keith Wood-Allun, says: "Governors' new powers could make a co-ordinated sex education programme impossible."

Anne Hovey is Director of the Health Education Council's School Governors and Headteachers Project, promoting the need for health education in schools through co-operation between governors, heads and parents. Her experience, having provided training sessions, lectures and advice for governors and heads, is that many governors are still at the stage of worrying that it might promote premature sexual experiment. There is also a concern among some governors that teaching about Aids will be difficult to fit into the moral framework the new legislation lays down.

Anne Hovey believes that there is a need to start Aids education early - before secondary school. She is by no means alone among health education experts that this will also mean teaching about the mechanics of sex earlier in the curriculum. The governors with whom she has been working see themselves as facing a dilemma "about how explicit you can be while still keeping within the Act." Above all, Ms Hovey finds, from face-to-face meetings with about 500 governors over two years, that governing bodies want help, information and training before they assume their responsibilities next year. "A lot of governors don't know what their responsibility is," she says.

Meanwhile, the National Association of Governors and Managers are "optimistic" that governing bodies will be "sensible" about Aids education and that even those governing bodies of aided schools - often controlled by religious bodies - "won't allow children to catch Aids because of ignorance."

This optimism isn't universally shared, however. Teachers fear that governing bodies might create problems for Aids education and the president of the Society of Education Officers has publicly expressed concern on the matter.

However, the pressing need for Aids education may well provide a spur to those secondary schools without formal provisions for sex education: a little under half, according to Doreen Massey, Health Education Council's Assistant Director with responsibility for schools and Further Education.

"If you're starting from scratch, it's going to be very, very difficult," she says. "It's important that you start with parents, and consult with parents about what you hope to do." Like many health education experts and all the teachers I spoke to, Doreen Massey believes Aids is very likely to accelerate the need for clear teaching about the mechanics of sex: "You can't afford to be vague," she says. "You've got to spell it out and you've got to get the terminology right, and use terms like blood, semen, vagina."

At the same time, though, she emphasises an atmosphere of fear would be counter-productive: "What we don't want is kids thinking that sex is something nasty - something to be frightened of."

It's a delicate balance, and one that Gilti Cox, Health Visitor and Aids counsellor in South Glamorgan, manages to strike during her visit to a fifth-form class at a South Wales secondary school. She'll make about 15 visits to this one school, talking to class-sized groups about Aids.

The school has already canvassed the opinion of its parents, and Gilti Cox has given them the



Don't die of vagueness: health educators want schools to spell out the mechanics of sex more clearly

Aids and the Act

The Government's Aids campaign comes hot on the heels of moves to take sex education out of teachers' control and in advance of any official advice to schools. As a result, NICK BAKER finds, many schools are not sure how - or even whether - they should answer pupils' questions. Here he looks at the pitfalls of Aids education and (opposite) finds out what the young know or want to know about Aids and how they'd like to learn it.

same talk, and shown them the same video. Parents have been told in a letter that they can withdraw their child if they want to. Only one has taken up the offer.

The fact that Gilti Cox has experience with virus carriers, Aids sufferers and those who think they've got Aids, gives her credibility and respect in the eyes of the class, who listen attentively as she spells out the truths and myths about the disease. They give similar attention to the video, made by the Leicester Health Education Video Unit. It is clear from the talk that Ms Cox is gauging her audience, giving as much undisputed fact as she can without going into explicit detail unless it's asked for.

The basic message are all put clearly across. What Aids is, how it's transmitted, how it can be avoided, and the fact that Aids is fast becoming a problem that heterosexuals and not-intravenous drug users ("ordinary everyday people like yourselves," as Gilti puts it) will have to think about. Limiting the number of sexual partners is given equal weight to advice on condoms: "I've seen them as cheap as 49p for three," she tells the class (who respond with absolute seriousness).

"That's less than half a pint of lager." She also advises youngsters, if asked, not to buy condoms from machines in lavatories. "You don't know how long they've been there, and they may have perished."

The question and answer session shows that these pupils are quite well informed. Ms Cox is asked to talk about oral sex - which she does explicitly and without embarrassment: "It's a medium-risk activity. To catch Aids like that you'd have to have either a bleeding mouth, a cold sore or a mouth ulcer at the same time as having semen ejaculated into your mouth or vaginal secretions in your mouth." The class shudders, almost as one.

Questions follow on kissing, razor sharing, whether pets and insects can spread the virus, the safety of foreign blood transfusions, and lots of questions about blood-to-blood transmission and the possible lifespan of the virus outside the body. "Has anybody in this town got it?" asks someone, a little humorously. "Yes."

There's little in the talk which would entirely satisfy the Education Act's requirement about a moral framework. Clearly, the school will need to follow up. Ms Cox doesn't see moralizing as part of her job, though: "My morals may be different to somebody else's."

Pupils are generally very satisfied with the talk,

and lots say they feel more at ease now they've heard the facts from an expert. They also say that they're generally satisfied with the school's sex education and the head of R.E., who is also responsible for the personal development programme which includes sex education, is keen to tell me how careful the teaching (and if need be, counselling) on sexual matters is at the school, and how the need for sexual responsibility is stressed.

However, the general level of sex education varies enormously from school to school and county to county. Mike Cronin, a health worker for South Bedfordshire, has been talking to YTS trainees about Aids, and concludes that the general level of sex education in this group "doesn't seem too good."

Talking to over 40 trainees, he found that many are still uncertain about how the virus is spread, and many still think that heterosexuals aren't at risk. They've found the TV campaign "laughable", and don't see the through-the-door leaflet as particularly helpful. The language isn't plain enough, and some of it is hard to understand.

Cronin is approaching all voluntary youth groups in his area and offering them a staff training programme that will equip people to answer teenagers' questions effectively. However, he feels that many adults still have difficulty in talking freely about sexual matters, and he's considering training young people themselves - the over-18s in further and higher education for example - as information workers for their own peer groups.

South Bedfordshire has recently been at the centre of a controversy about Aids. Dr David Joseph, director of community medicine and medical adviser to the county's education department, caused a minor media storm last month when he advocated making condoms freely available at school. He has since been suspended by the health authority for expressing these views before the authority had released its official policy on Aids.

Teachers I talked to about the free condoms in school idea dismissed it roundly, on the simple basis that it was unlikely that pupils would feel confident to ask. However, there has been virtual silence from the DHSS and the DES about the free condoms pupils can obtain at family planning clinics.

Since the House of Lords decision over the Gilti Cox case last year, it has been possible for doctors and other professional staff to provide

contraceptive advice and contraceptives to under-16s without parental knowledge or agreement. While doctors and health workers are encouraged to persuade under-16s to talk to parents about contraception, they can go ahead at their own discretion without parental consent.

This means that teachers can, if they see fit, pupils about the availability of condoms being charge from family planning clinics and provide contraception agencies. It is unlikely that teachers, school doctors and nurses, or health workers would want to make this information part of their general classroom teaching on Aids or to provide it without being asked. On the other hand, most agree that it's a useful fact to have their command, when dealing with individuals who approach them for help.

The Health Education Council says it will not teach materials, give all the legal facts about contraception (and homosexuality). The DES, however, says it will not include the information about access to free condoms in its list of health teachers, because "It falls outside the scope of the question and answer booklet."

As always, some local authorities have responded rapidly to the Aids issue; while others have less so or not at all. Leicestershire started to make plans for Aids education with the Health authority in September of last year. A teaching plan includes in-service training for every secondary school in the authority. The subject will be handled within schools' personal and social education programmes.

Newcastle's Aids Education plans start before Christmas, with meetings involving health education officers, i.e. representatives, and Aids North, the North of England's co-ordinating body. There followed a conference for the county's Head teachers, where they heard medical experts on sexually transmitted diseases and haemophilia.

This is to be followed by seven conferences open to anyone working in schools, including teachers, caretakers, cooks and dinner ladies, as well as chairmen and women of governing bodies. These conferences will be attended by community paediatricians and school doctors and their aim, according to a spokesman, is "to discuss practical issues for schools."

Newcastle has already produced Aids guidelines for schools, and will require all of the secondary head teachers to report to the governing bodies on the subject at the next governor's meeting.

Cambridgeshire has issued guidelines to schools, and has a special Aids working party made up of teachers, health officials and nurses. A series of six seminars for governing bodies start next month which, it is hoped, will involve secondary governors in the county.

The aim for Cambridgeshire's plans is to "make teachers ready to answer questions rather than make Aids an overt part of the curriculum," according to Mike Edey, Inspector for Schools and Health Education. "As far as sex education is concerned, we're not telling schools they should start sex education earlier because of Aids, we're not prescribing anything," he said.

See also: Teaching Aids page 23

Spelling it out

Almost all of the 80 or so 14 to 18-year-olds I talked to (in a suburban London FE college, a South Wales comprehensive and a comprehensive in the North East) know what Aids is. Very few of them could spell out what the initials stand for, but without exception they understood the seriousness of the threat.

Most, particularly the older teenagers, understood that it wasn't Aids itself that kills you, but the illnesses it makes you vulnerable to. None had had any formal teaching about Aids, although one FE student said that his younger brother was learning about it at school.

At Biddick School in Tyne and Wear, some basic Aids questions have been responded to in first-year general science, during the teaching on the topic of reproduction. In the second year, Aids is being used to help explain what a virus is. In some third-year classes, Biddick School has started to discuss Aids in more general terms, using press advertisements and newspaper cuttings.

Lyn Bossons, head of science at Biddick, has sensed the need to tackle the subject from listening to the way pupils are discussing Aids in school, and feels that the school should deal with the subject in its own way - across the curriculum.

'We mustn't allow it to spread through apathy'

Much of the Biddick curriculum is guided by considerations of personal and social development, which means dealing with Aids in science and humanities, English and childcare, as well as in tutorial time.

"It's less dangerous to have a bit of an over reaction rather than play the problem down," says Lyn Bossons. "We mustn't allow Aids to spread through apathy."

The other problem teachers face, is that of trying to control the mythology of Aids - idiotic theories and crazy rumours abound, particularly on the subject of the origins of Aids. The theory of the mutated virus first found in green monkeys in parts of Africa has itself been horribly mutated. One child indignantly asked South Wales Aids councillor Gilti Cox: "What were these Africans doing sleeping with green monkeys in the first place?"

A number of teenagers speculate on the remote possibility that Aids is a man-made laboratory escape. Two fifth-year boys were convinced that it is a plague sent by God. A six-year-old girl in the North East apparently went round telling teachers that her family had Aids in the house. It turned out that she'd seen the TV advertisements and thought that the Aids leaflet which had come through the door was what everyone was talking about.

Health Education specialists agree that there isn't much point in discussing origin in too much depth; it doesn't have a deterrent effect and the origins are unclear anyway. It's more important to answer questions and correct misconceptions without creating an atmosphere of fear.

The misinformation theories about how the disease is spread (sneezing hands, toilet seats, giving blood) are, in a sense, understandable. One girl explained that she knew how the disease is spread but still felt worried about "getting too close to people, and people coughing over me".

The overriding concern among teenagers is, without doubt, the transmissibility of the virus through the exchange of saliva. Delaying the first sexual encounter (something that a surprising number of pupils, particularly boys, said that they would do) is one thing.

Limiting petting sessions because of the fear of Aids is another. The official view is that transmission through saliva is extremely unlikely.

'You'll only be careful once it's touched you'

Although there has been some disagreement over the exact extent of the danger among Aids experts...

Do students and pupils want their Aids education to come from... visiting lecturers who deliver the facts from the home's mouth? Or do they want it from suitably educated teachers? Where is the most effective source of information and guidance? There were some interesting answers from teenagers, none of which point to a definite conclusion. There was some disagreement about sex education so far, either because of lack of detail and time, teacher embarrassment...



ment, or "because it came too late - we knew most of it already".

Two pupils separately told me that they weren't confident about talking about sex or Aids to teachers on a personal level because "they talk about you in the staff room".

On the other hand, some pupils showed confidence in their teachers ("as long as they get the facts right") and pointed out that the visiting expert wasn't as easily available for individual questions and advice. A number felt that they'd be more at home discussing it with their teachers than with strangers, and an encouraging number said they would feel comfortable talking about the problem with their parents. By no means all, though, were sure that their parents knew enough about Aids. A number said "I know more than them".

The media, particularly TV as a source of information was discussed quite heatedly. A majority of those I spoke to dismissed the TV campaign as remote and inhuman: "It doesn't tell you anything". "It's like something from Dr Who"; "All it says is read the leaflet. I haven't got the leaflet yet".

A lot of them wanted it to be more shocking, without being off-puttingly horrifying, and a number pointed to the anti-heroin TV campaign as a good example, and to the Minder anti-drugs video. One girl suggested in *EastEnders* Aids video.

Five hundred teenagers in Schools, Youth Groups, FE Colleges and YTS Schemes who listen to BBC Education Radio's *Wavelength* programme, were a questioned about Aids, the subject of next Thursday's programme. The vast majority (348) wanted most information to come from the media. However, almost all those I spoke to said that they wouldn't make a point of

'We are the first... casual sex is dead'

watching TV documentaries like *Panorama*. Some pre-TV campaign research from the DHSS showed that doctors were by far the favoured source of information (followed by parents and teachers) which may lend credence to the idea that young people think that visiting experts are the best source of information.

Attitudes to sexual behaviour were also hard to gauge. There was a good deal of antipathy towards male homosexuality and some to bisexuality. "They're the ones that caused it," commented one girl. A number of pupils in the North East confessed that they regarded Aids as a "London problem", and are only gradually becoming aware that "it'll be as bad up here soon".

Only 113 of the 500 teenagers round the country who were questioned by *Wavelength* thought the threat of Aids made sleeping around "morally wrong", although there was unanimity about the physical dangers. However, the young people I spoke to, the more confident they appeared that the threat of Aids would affect their behaviour and that of their peers.

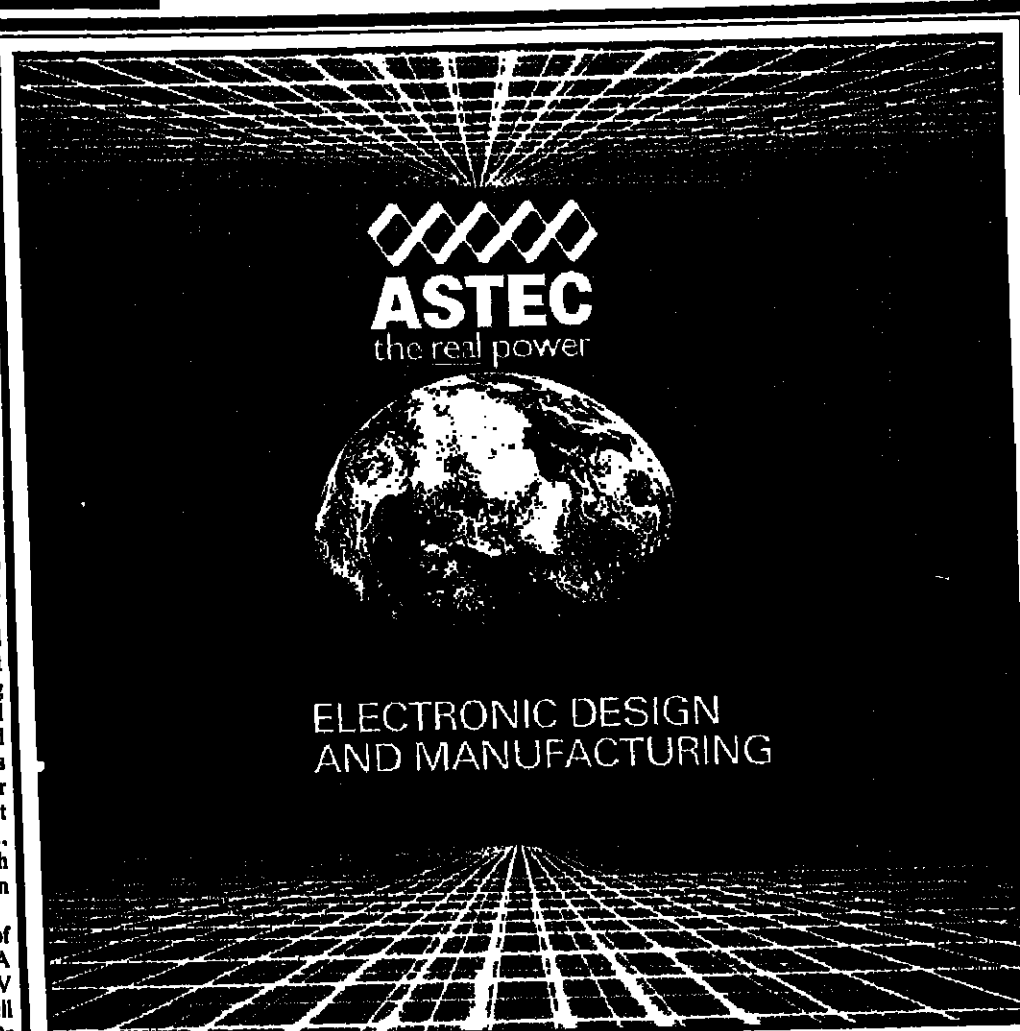
A lot thought that "one sexual partner for life" would be their chosen path and saw the teaching of monogamy as a responsible way of combating Aids. The older ones, particularly the ones in the FE college, were more cynical. "There's a feeling that it will never happen to you first," one said, to that it will never happen to you first. "You'll only start to be careful once it's touched you. Once someone you know has got Aids."

On the other hand, fifth year boys had some differing and interesting insights. Hitherto, double standards dictated that sexually experienced girls were to be disparaged, while sexually inexperienced boys were to be admired. This experienced boys were to be admired. This experienced boys were to be admired. This experienced boys were to be admired.

Their (paraphrased) argument was that because of Aids, promiscuity in boys would no longer be as admirable from the girls' point of view, and promiscuity among girls would be even more undesirable from boys' point of view.

"We're the first generation of people who think that the age of casual sex is dead," said one 16-year-old boy. Time, the morbidity statistics, the fact that sex education so far, either because of lack of detail and time, teacher embarrassment...

FEATURES



Space race: part of the glossy sales brochure designed in two weeks by third and fourth formers

Designing to a deadline

Pupils discover that industry works to a different timetable

After writing to a number of companies in the Black Country to arrange industrial visits for the fourth and fifth years, Carol Emery, head of careers and community studies at Pensnett Secondary School, near Dudley, was delighted to receive a letter from Astec, a Stourbridge company, saying: "Would you be interested in pursuing something more concrete?"

A meeting was set up between Dr Peter Mayes, managing director of Astec Europe, which makes electronic equipment for the computer industry, Carol Emery, and the school's head of art and design, Tom Reynolds. They discussed various projects which pupils might tackle, and decided on the preparation of an advertising brochure for the firm's Stourbridge factory.

"At this point, we teachers learned our first lesson about industry," says Carol. "Having agreed on the brochure idea, we began talking about one or two terms' work for a small group of third and fourth-year pupils, at which Dr Mayes interrupted to say: 'Oh no. We should want it in a month. We realized that the only way we could fit this into our timetable for two weeks and let them concentrate on it entirely.'"

Permission from the headteacher and parents was obtained and the heads of design and English each selected a small team to make up a group of seven in the 13-15 age group.

They were given their own office with a telephone at the factory, a budget of £3,000, a deadline two weeks ahead for submission of the draft brochure to the company's advertising agency for artwork and typesetting, and the promise of whatever support they needed from the school and the company.

Peter Mayes says: "I was very keen to have them working on my ground, learning to fit their task into the working life of the factory."

Judi Luckins and Richard Jones remember this as one of the hardest aspects of the project. "The pace of life is so different from school. If we had a question to ask, or something to discuss, we soon learned we had to be brief, be immediate, or we'd lost their attention."

Planning their own work was another important aspect of the project, and they decided to hold a planning meeting in the office at the beginning and end of the day to keep track of what each member of the team had achieved, and allot the next day's work.

Written copy for the brochure was obtained by visits to each department of the factory and interviews with the experts who worked there. "It was really hard work," recalls Judi, "trying to understand all the technical details, but I gradually

got bolder not interrupting and getting them to say it more simply. It's given me a lot more confidence in talking to people."

Equally hard was getting four or five pages of notes into one telling paragraph, and each section of the finished brochure represents several painful rewrites.

Draft copy had to be cleared with Dr Mayes who was a stern, though helpful, critic. "I chastised them a lot for their spelling and grammar," he says. "You can't send out an advertising brochure to represent your firm with spelling mistakes in it."

Draft designs for the cover were discussed at the planning meetings and they identified the ideas they wanted these to express: "precision", "high-tech", "reliability", and the "worldwide interests" the company has. They combed through the company's file of photographs for illustrations, and books of graphics and other firms' advertising literature for ideas on layout and typography, and there were always considerations of cost.

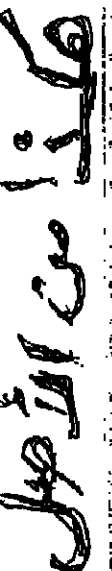
"We definitely wanted a glossy, laminated finish," says Richard, "but our original three-page folder was found to be too expensive in that material, so we had to choose whether to abandon it or get the three pages down to two." They chose to reduce the pages and yet more rewrites had to be done.

The finished result has been a small triumph for them, with an initial print run of 2,000 already sent out to companies all over the world and a further reprinting about to take place. "The final product was excellent," says Peter Mayes. "I'd have been very happy to get a brochure like that from our advertising agency at a much higher cost."

Marie Livesey, public relations executive, adds: "We were impressed by the way they set about the work. I think they've learnt a lot about how an industrial company functions but we've learnt something about the amount of committed work that goes on in schools."

For the pupils, there's a lingering sense of exhilaration, something achieved and a feeling that they have understood a factory in a way no book can. They've also acquired a lot more self-discipline about work. Says Richard: "Before, I needed someone to make me do my homework. Now it seems natural to get on with it myself." But much to their own surprise, there's also a feeling of relief at getting back into the relative security of school. "It takes the pressures off," says Judi.

Anne Fitzgerald



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BOOKS

Employment prospects

Monetarism and the Labour Market. By Derek Robinson. Clarendon Press £30.00. 0 19 877191 6. £11.95. 877192 4.

How to Beat Unemployment. By Richard Layard. Oxford University Press £15.00. 0 19 877265 3. £3.95. 877264 5.

Unemployment. By Kevin Hawkins. Penguin £3.50. 0 14 022 763 6.

The Geography of De-industrialization. Edited by Ron Martin and Rob Rowthorn. Macmillan £30.00. 0 333 37124 0. £8.95. 37125 9.

As Though People Mattered: A Prospect for Britain. By John Davis and Alan Bolland. Intermediate Technology Publications Limited £12.95. 0 946688 12 5.

Norman Tebbit declared at the last election that the Conservatives would not be worth reflecting if unemployment remained above three million. Whether the latest package of measures announced by Lord Young will really help the unemployed, or are merely designed to reduce their number below that three million mark, as his critics allege, is a debatable question.

All these books deal in detail with this and related matters. Two are by respected economists and Kevin Hawkins is a representative of the CBI. A number of their prescriptions have already been fulfilled by Lord Young: the Job Training Scheme is a programme for the long-term unemployed such as Professor Layard urges and the Community Programme is being stepped up as Hawkins demands. Even the alternative "Green" prospect proffered by Davis and Bolland would welcome the extension of the Enterprise Allowance Scheme to encourage young people to start their own small businesses.

All agree on rejecting the monetarism still espoused by the Government: Derek Robinson's book is a scholarly but comprehensible exposition of the monetarist position concentrating upon its misguided treatment of labour markets. It is based upon a Keynesian, or as the author says, following the current fashion, post-Keynesian view of the world. A view that, unlike monetarist models, does not pretend to mechanistic objectivity but regards it as "wicked as well as wasteful to tolerate, much less create, conditions in which there are well over three million unemployed".

To an extent Layard's account is complementary, though it is more compressed and technical. He shares a neo-Keynesian position on monetarism as "both wrong and immoral", but emphasizes, like old-style Keynesians, the "stickiness" of prices. Their reluctance to equilibrate, under conditions far removed from the perfect competition presumed by monetarists, is similar to the persistence of wage rises in certain sectors and the aspiration for higher wages in others, illustrated by Robinson's detailed examination of particular labour markets.



Hawkins' readable and revised third edition of *Unemployment* (first published in 1979) could not be expected to endorse the demand management and incomes policies advocated by Layard and Robinson, but he nevertheless finds the Government's attitude to the manufacturing sector "ambivalent". As all three writers agree, it is upon manufacturing industry that revival must depend, especially as the cushion of North Sea oil drains away, and no salvation can be expected from the continued expansion of personal services. Rather than the state manipulating conventional economic controls, Hawkins argues that "much of the unemployment in Britain today is structural in origin" said therefore requires "structural solutions".

As far as education is concerned such structural solutions necessitate "A higher level of direct investment by employers in the higher education system". Elsewhere, "more central direction is needed in order to ensure that hitherto autonomous educational institutions redeploy resources in favour of research and teaching in disciplines which industry regards as directly relevant to the task of improving its international competitiveness." But have we not heard all this before? Can we not question with Derek Robinson "the extent to which the vast amounts of public money spent on special employment and training measures, particularly the YTS, does actually lead to any marked improvement in the skills, abilities, and employability of the young unemployed"?

Moreover, the days of the Thatcher-Johnson attempt at cultural revaluation using vocationalism in education may now be numbered by Mr Baker's bright idea of running all schools like YTS managing agencies, which he hopes to include in the next Tory manifesto. The City Technical Colleges are the models for this proposal, free of i.e.a. control but with central grants per pupil. Its consequence in practice would be a competition by parents for "successful"

schools, producing good exam results in all the old academic subjects and ways regarded by vocationalism as irrelevant to the world of work. Such structural features as the historical distance of education from industry are much in evidence in *The Geography of De-industrialization*. In fact geography compares favourably with the abstractions of economics and even the case studies of sociology in its grasp of the disciplines that must be interrelated to explain Britain's present precarious social situation.

De-industrialization is understood simply as the decline in industrial employment that has gathered pace since 1955. It has reversed the polarities of former industrial North and now prosperous South. Cities that once depleted the countryside of agricultural labour are now losing their population to rural relocated offices and industries. Britain's relation with the rest of the world is also inverted as the former workshop of the world becomes an increasingly marginal importer of goods manufactured abroad. All these transformations are seen as almost inevitable consequences of advancing capitalism.

However, for a Marxist there is little in Bob Rowthorn's introductory essay, nor in his editorial preface with Ron Martin, indicating that "social anarchy" which Marx wrote in *Capital* "turns every economical progress into a social calamity". Some of the other contributors are more forthright: Felicity Henwood and Sally Wyatt, for instance, argue that women's present position in their increasing activities in the formal economy are a product of their oppression by capitalism and patriarchy.

John Davis and Alan Bolland write for Intermediate Technology Publications on the need for a no less radical shift from a wasteful consumerism to what they call "a conservator system". Like many advocates of the good sense of alternative technology even in developed countries, the authors are naive in assuming the changes that they correctly argue are so necessary if society is not to destroy itself and its environment, can come about by non-structural reforms within the existing system, in this case by conservator-conscious small business.

Such considerations can hardly be expected to figure in the forthcoming election. Despite apparent U-turns and repeated revisions of the theory, the monetarist project of the Thatcher Government, which as Robinson notes has been remarkably consistent, promises to sweep such opposition as there is before it. Yet monetarism is clearly not working: beneath "the statistical facade" it is obvious that low inflation is not bringing a return to full employment.

All these books can help us to realize the implications of a third Thatcher term. The monetarist project remains intact and its logical development, if it is allowed, entails a further effort to bring the economy into nearer correspondence with the models of monetarist imagination. Despite Mrs Thatcher's recent reassurance that full employment will thus be eventually restored, the evidence of these books and the experience of "the British experiment" so far is that unemployment will not fall without a very fundamental change of policy. Such a change is not only a European imperative but a global one.

Scenery from life

CHILDREN'S LITERATURE

Travelling Hopefully. By Judy Allen. Julia MacRae Books £6.95 0 86203 267 9.

Shadows on the Lake. By Catherine Sefton. Hamish Hamilton £6.95 0 241 11997 9.

The Coal House. By Andrew Taylor. Collins £5.95 hardback 0 00 184843 7.

In each of these stylish stories, a bright thirteen-year-old girl, parted from her mother, is driven to explore a landscape with a troubled history, in the company of adults who convey and inspire both affection and anxieties: about money, illness, booze, romance or lust. All three novelists draw the scenery from life: all three register the malaise of precarious employment. Indeed, two of them record the trials of free-lance authorship with rueful verisimilitude.

At the behest of an erratic and parsimonious boss, Maggie, in Judy Allen's *Travelling Hopefully*, is swiftly compiling a holiday guide to Devon, while devising jokes for the children's page of an airline magazine. "Do you know, a hotel manager once even asked me to write his brochure for him over dinner?" The gruelling schedule leaves her niece feeling cross, homesick and, often, so hungry that the sand-dunes remind her tantalizingly of digestive biscuits. Moreover, Clare is worried about Dad (in the throes of a company merger) and Mum (in a maternally hospital with complications that seem all the more ominous for having been hitherto hushed up). All ends well, however, with Maggie deftly deflecting the advances of assorted strangers, and demonstrating that dynamism and independence, in an aunt, may be surprisingly compatible with kindness and sensitivity.

The vagaries of the tourist trade turn up again in *Shadows on the Lake* which happens to be the fiftieth book by Martin Waddell, alias Catherine Sefton, who won an Other Award Commendation in 1986 for *Sunny Night*. Annie Orr's mother has recently died, and the family live in a tied cottage in picturesque Ulster, where survival depends upon cash-in-hand jobs involving boats, bars and hotel-kitchens, as well as more sinister services to powerful people which Annie sets out to investigate. Her "spy missions" in pursuit of her elder brother, who is mysteriously mixed up with a local hotelier and his glamorous daughter, are enticingly marked on a profane map, along with the gunman's landing-point, the police road-blocks, and the wretched ruins on Holy Island. Altogether, there are more secrets and shocks and false trails and narrow

escapes and legendary spirits and colourful neighbours than you could think possible in the brief space of 40 pages. Even Dad, a man of few words, long absences and moody disposition, shows up with a suspected visitor from the Happy Marriage Bureau. Annie's mother finds her sitting decorously next to a overflowing clothes basket.

In contrast to the sparse, tough, and the first-person narratives and the brisk pace of the adventurous plots, *The Coal House* by Andrew Taylor, winner of the Children's Best Section of the Whitbread Award, appears particularly well-reflective and ambitious, with a tight view-points, intricate flash-back and studied lyricism. Although a widowed Dad buys a deceiving mansion in a reclaimed pit-village, and through their respective friendships they become part of a substantial community, in which the dramatic past may be glimpsed through the struggles of the present, Annie is embroiled in the miners' picket line and starts writing a book called *standing Poetry*. Meanwhile, a creature lurks in the surrounding undergrowth: rabbits, foxes, owls, an inscrutable figure in a hat cloak.

As usual, hints of the eerie and the macabre are more persuasive than explanations of what gives rise to them. Once accounted for, the long shadow of the long-dead past and a window is a rather cumbersome device. Still, the girls of the present are convincing enough: vulnerable as resilient, sceptical and hopeful, working towards rapprochement with the fallible elders.

Much can now be said in this "devant les enfants." Hence the chronicles of contemporary realism economic decline, social conflict, profit and loss. Yet the difficulty of depicting eroticism in parents' lives for the young remains unchanged since my post-war childhood: my nubile aunt by her red hair, pale nails, décolletage, fast car, and a belated staccato speech. Sue, the predatory English lecturer (in *Coal House*), questions daily about party about his daughter, "Bright? Or both? Like me?" But follows a queer scene in which she vanquishes Sue in a dispute about them should put the drunken father to bed. His safe deliverance from the temptress is ultimately confirmed by his decision to stay at the Coal House since we have been told that Sue's chance of a professional career was greatly enhanced by a stable union with Alice "at the right address" and reflection of career prospects for women in higher education.

Marion Glastonbury

lingo

Black magic

There was a time when the words "black magic" conjured up pictures of an athletic young man braving fire and water, the roots of thunder, jagged lightning and rushing trains, darkness and tempest in his quest to deliver, eventually, a box of chocolates to a lady. It always raised a laugh at my local cinema.

These days, however, "black magic" is more likely to raise the hackles of those tireless hunters after racism in the language. Indeed, no phrase seems to incense them more, no doubt because of its association of blackness with evil practices.

However, few expressions stand more maligned than "black magic". The term as we know it today was coined in the Middle Ages, long before the days of colonial exploitation and even before the European voyages to West Africa in search of slaves. In

history actually goes much further back than the Middle Ages. It is a word from pagan Greece.

To examine its etymology is to reveal insight into the way it has played by accident and chance in the process of semantic change. The expression is derived, surprisingly perhaps, from the Greek "magia" which referred to divination by summoning the spirits of the dead. The Underworld was presided over by Pluto, sacrifice to whom consisted in black sheep and whose kingdom was approached through Erebus, the darkness.

At some stage or other the word is scribbled carelessly over the word "nigromantia", probably on the assumption that the word was derived from the Latin "niger" meaning black. In view of the fact that the word "nigromantia" was being used to describe the practice of summoning the spirits of the dead, it is not surprising that the word "black magic" was used to describe the practice of summoning the spirits of the dead.

Pat Ainley

ENGLISH Revised offering

Longman English 3. By R B Heath and T McSweney. Longman £4.25. 0 582 20613 8.

Stages in Comprehension 1 and 2. By Anne Mann and Hilary Rich. Longman £2.50 each. 0582 224853/2486 1.

Coursebooks sell reassurance to teachers and pupils. Follow our course, the publishers say, and you will be ready for GCSE by the end of the book. Thus the latest coursebooks refer to examination group syllabuses, and even to 1985 GCSE/CSE papers.

Both *Longman English 3* (second edition "Revised for GCSE") and *Stages in Comprehension* ("A Basic Course for GCSE") offer what are undoubtedly practice exam questions. Pupils left to their own devices with these books will surely gain the impression that the chief end of English is examinations.

The "Self motivating marking scheme", claims *Stages in Comprehension*, "encourages clear and positive understanding of the material". What's more, these books "offer a guide to using the marking scheme and a continuous assessment chart so that pupils can build up their own comprehension profiles". To help their pupils are offered "Practice Exercises" and "Sample Questions and Answers".

Nevertheless, on their own terms, *Stages in Comprehension 1 and 2* are well prepared and produced. Their material is lively and carefully graded. Nearly all of it is contemporary, though there is a leaning towards the 1950s. Roy Hattersley on his Yorkshire boyhood, for example. For each passage or assignment there are comprehension questions followed by some stimulating directed writing suggestions.

Book 1 has a section of "Assessment Comprehension", aimed straight towards coursework folders, and Book 2 has a final section, "Listening Comprehension and Oral Work". But pupils (and teachers) should be warned that this old CSE-style listening comprehension routine, in which the teacher reads a passage and the pupils write answers from memory, has been weighed in the balance against the National Criteria and found wanting. One of the best features of *Stages in Comprehension* is the artwork: illustrations, diagrams, etc. are clear and neat as is the layout of passages and questions.

The same cannot be said of *Longman English 3*, first published in 1982, and now revised for GCSE with sections on "The Examination Question", "Coursework", "Oral Comprehension", etc. Here the typography is notoriously uniform, while the layout (not helped by tight margins) is cramped and sometimes confusing. Illustrations printed across two pages (eg pp 82-83) disappear absurdly into the gutter. Often have vital details dropped off: pupils trying to explain how a Heath Robinson burglar-alarm works (p 50) will have to use more imagination than the artist intended.

The book does have a good range of texts and extracts, mostly literary in character and rather bland. There are a few sections introducing poetry and suggesting ways in which it can be enjoyed, though the exercises that follow rarely allow pupils to respond to poetry's distinctive diction.

Longman English 3 ends with a glossary ranging from "adjective" to "zoo". No doubt such handy references are worthwhile, but it will be a waste of time for many who are already fans of the original.

Adrian Barlow

LONDON SCHOOLBOOK EXHIBITION

Challenge and response

Next Wednesday and Thursday the London Schoolbook Exhibition is open at the Bloomsbury Crest Hotel. On these pages we offer a preview, and reviews of the latest offerings for GCSE

The London Schoolbook Exhibition, Bloomsbury Crest Hotel, March 4-5. 9am to 7pm. Nearest Underground Russell Square

It's no surprise that books for the GCSE are top of most publishers' lists as their lead titles for the London Schoolbook Exhibition. With the government giving an extra £15m for books and materials this year, and a further £10m in each of the next two years, there is good reason to be had. The market is not yet saturated - many GCSE books are still only in preparation and will not be on display. However OUP, Macmillan and Longman are among those who will be showing titles in every subject.

Publishing has responded pretty well to the telescoped schedules of the new examination. What matters now is to be able to claim that your book is designed for the exam and is not some speedy rehash. Take Blackwell, where they are quick to emphasize that their history title for GCSE is "totally evidence based", and that their chemistry title is "entirely for the exam; not adapted at all", while underlining the appropriateness of their two "databases" geography books on the British Isles and on Western Europe, and their photocopyable problem-solving material for GCSE maths.

This is the largest and - at 2,000-plus visitors in 1986 - the best attended of the schoolbook exhibitions, and does not cater simply for local teachers.

Last year, for instance, half the visitors came from outside London. The reps, who man the stands, welcome the exhibition, particularly at the price level, because it's often the only chance all the teachers in a primary school can get to see what's on offer. On a typical visit to a primary school, the rep will only see the head, John Davies, the director of the Educational Publishers' Council, who organize the exhibition with the London Headteachers' Association, stresses that "we don't want teachers to be pressurized. The point is that they have a chance to talk to the representatives - and to the editorial staff, who are also frequently on the stands - and to request evaluation packs and inspection copies".

With the gradual turnaround in rolls in primary schools, publishers are out to entice. Ginn, for instance, will have three sample packs of *We've Done It*, a series of three resources packs of problem-solving for teachers, in addition to showing the new *Reading 360* card books, and the final stages 3 and 4 of their *Reasons for Writing* course. Macmillan will have evaluation packs of *New Ways*, their reading and language material which goes from pre-reading to 8+." (Not to be overlooked

for the weary teacher is their *Preventive Approaches to Disruption*, which is new this spring.)

The reading schemes don't stop: Longman are launching a new one at infant levels, *Longman Reading World*, and they will also be showing a new secondary mathematics series which goes up to GCSE, the NMP or National Mathematics Project. Meanwhile, Arnold-Whetton is putting out over 100 titles this year in their *Story Chest* reading programme, and also promoting *The Active World*, a course for less able 11-13s, while Blackwell have 11 groups of primary storybooks in their *Oranges and Lemons* series.

Primary science continues unabated. Among the 70-odd exhibitors, Cambridge will have *Exploring Primary Science* and Oxford *The Young Scientist Investigator*. Macmillan will be showing the new Level 3 of *Science Horizons*, while for the library Hamish Hamilton have *Things That Work* picture books, as well as advance information about their future primary science series *Science Through The Seasons* and *Science Seekers*, due out in October. With so many titles competing for the same market and for reduced budgets, one can only admire publishers' energies and optimism.

Sarah Jane Evans



"Compare this picture called 'A drawing lesson' with an art lesson today": from *English Passways: A Complete Course for GCSE* by John Griffith and Theresa Sullivan (Longman £4.50)

Blue cover stories

publishers to the new examination syllabuses leaves teachers with an increasingly difficult decision as to which book is the best value in terms of content, style and price.

Many people will undoubtedly look first at GCSE versions of textbooks, but they already use and find suitable. *Explaining Physics* and *Physics For You* have reappeared in the same design as before but with blue covers (blue seems to be the fashionable colour for GCSE physics textbooks). Stephen Peple has adapted his book by omitting a few topics, such as calculations on curved mirrors and some of the work on Archimedes' principle and flotation, and has added new sections on energy for the world, optics, fibres, laser light, and the electronics topics now evident in all syllabuses. In addition to this he has extended the number and range of questions at the end of each section, and provided a revision checklist. This is basically the same book, with the same aims and methods as before and will therefore appeal to the many who are already fans of the original.

Physics For You has been updated more drastically. Keith Johnson has taken the opportunity to clarify some of the diagrams and pictures, and to modify some of the text. Two impor-

tant and useful additions are the inclusion of "Physics at Work" sections that should help with the rather vague area of "applying physics to real situations" and a section on "Doing your practical work". Again there are new "Energy" and "Electronics" sections, but the format and layout is unchanged and so it is likely to maintain its previous popularity among both teachers and students.

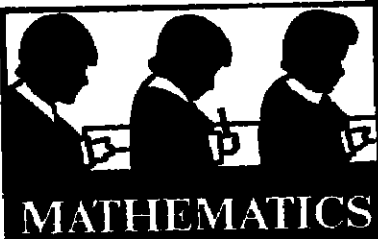
It is much more difficult to be enthusiastic about the book written specifically for GCSE. *Physics: A Course For GCSE* has all the hallmarks of a traditional textbook. It is unusual to find a new book that includes Leslie's differential air thermometer, pumps and syringes, and a comprehensive section on lens formulae and refractive index by real and false. The layout is slightly less formal than the content would indicate and the diagrams are clear and well presented, but it is definitely aimed at the very top of the ability range, and seems to have ignored the expectations of the National Criteria that technological aspects will be raised whenever appropriate. The only noticeable acknowledgment of changing times is the chapter on Semi-

conductors, Diodes, Transistors and Operational Amplifiers, and even this has a high mathematical content.

Last but not least is Derek McMonagle's book *GCSE Physics Questions*. It contains a good range of questions that will provide a useful starting point for revision purposes. However, there are several points I find puzzling: why do the objective (multiple choice) questions only have a choice of A to D for answers instead of the usual A to E? If, as the author suggests, the book could be of considerable use to students who want to practise examination questions at home, why are no answers provided, so that students can check their own progress? Finally, although the book claims to cater for pupils of varying ability, I wonder how useful it will be for the top and bottom ends of the ability range. There are insufficient questions to provide the reinforcement needed for lower ability students, and the "harder" free response questions seem to rely more on recall than understanding or application of ideas for the more able students.

There is certainly a need for such a book, but this one is perhaps too ambitious in its aims and will have a limited appeal.

Susan Ross



MATHEMATICS

Adapt, survive

Teaching GCSE Mathematics. By Zeldan Isaacson. Hodder and Stoughton £4.50. 0 340 40766 2.

"Will I need lots of new books?" This is, perhaps, the most asked question about GCSE, and in this book all is revealed; the emperor has no clothes; the content of GCSE mathematics syllabuses is exactly the same as that of the old GCSEs and CSEs.

Teaching GCSE Mathematics is best described as a survival guide. It begins with an analysis of the National Criteria for mathematics, including an explanation of the technical terms used, and goes on to look in detail at the five examination groups and the differences between the syllabuses on offer. Of course there are some differences between GCSE and the old syllabuses, and the major portion of this book is devoted to showing how resources that are currently available can be used to supplement existing textbooks.

For most teachers, the aspect of GCSE that causes most concern is coursework. Although not compulsory until 1991, many schools are aware that they need to begin exposing their students to this new way of working as soon as possible. In this book there are examples of coursework activities, accounts written by teachers of their experiences of beginning investigations, and plenty of examples of students' work.

The final chapter deals with assessment in GCSE. The assessment of the written examination is fairly straightforward; it is in the assessment of the coursework component that there is most variation between the different syllabuses. It would have been useful to have some indication of how the different examination groups intend to apply their assessment procedures for coursework. However, since the groups themselves appear to have little idea on this point, the author can hardly be blamed for this omission.

The emphasis throughout is on how teachers can adapt their classrooms practice to the new demands that GCSE will make - a timely and useful book.

Dylan William

WEST SUSSEX INSTITUTE OF HIGHER EDUCATION



Teachers Evaluating and Assessing Mathematics

This second edition of TEAM material (an in-service pack of 21 booklets) forms a valuable resource for teachers to use within their own classrooms.

"These excellent booklets have been produced to help teachers to initiate and assess coursework in mathematics. They take account of the GCSE National Criteria for Mathematics and will be particularly useful to teachers trying to respond to the assessment objectives concerned with oral/mental work and practical, investigative and extended work."

They are about developing working and relevant learning in the classroom. As such, they are a continuation of work which has been going on at WSIHE over a number of years and an addition to their other publications.

Times Educational Supplement review 24/1/86. The complete pack costs £24.75 including postage. The TEAM REPORT is also available at £2.50 including postage. Available from:

Mathematics Curriculum Development Centre, West Sussex Institute of Higher Education, Upper Bognor Road, Bognor Regis, West Sussex. PO21 1HR Tel: (0243) 855587 Fax: (0243) 855588

LONDON SCHOOLBOOK EXHIBITION

Soc-and-ec trimmings

British Economic and Social History 1700-1870. A New Certificate Approach. By Philip Sauvain. Stanley Thomas £5.45. 0 85950 619 3. A Political, Social and Economic History of Britain, 1760-1914: The Challenge of Greatness. By R. Ben Jones. Hodder and Stoughton £5.95. 0 340 27896 X. A Social and Economic History of Industrial Britain. By John Robottom. Longman £5.95. 0 582 22332 6.

The Great Repackaging is afoot. Publishers busily compete to serve up familiar slabs of history in glossy gift-wrappings. The meat may be elderly (usually well-worn Brit Soc-and-ec), but it is tastefully rehashed and garnished with mouth-watering pictorial evidence, skills tests, source goblets and GCSE-type interrogations. These three books present much that others have offered before, but they do it freshly, vigorously and attractively.

Philip Sauvain's is nearest the traditional approach. His topics are mostly predictable, and his pictures have usually been seen before. A second volume will follow soon, carrying his story forward to the present in good time for the first exams; so he has space to be thorough. His presentation is clear and efficient, helped along by useful potted biographies and by goblets drawn from a wide range of often unfamiliar sources. Questions and exercises demand observation, thought and interpretation.

Ben Jones is less conventional. His text is dense and demanding, written uncompromisingly for hard-working young adults. He opts for political



narrative, with soc-and-ec trimmings, so he has much ground to cover in his limited space. There are surprising lacunae, and many of these are intentional, for his declared intention is to encourage enthusiastic readers to fill the gaps for themselves. Teachers will have to work hard to satisfy the resulting demands; so will local librarians and indulgent families, who are all to be roped in to supply an array of fairly scholarly books and historical novels, files of *The Times* and other ancient newspapers, local record material, visits to museums and stately homes, memories, intelligent discussion and basic information. This ambitious venture shows some signs of hasty completion, with petty slips or misprints averaging one per page; pity the keen student who, to further his understanding of the North American campaigns, badgers his hard-pressed librarian for Robert Green's *Sergeant Lamb of the North*. But there are fresh insights and fascinating information throughout, with much sound advice on how to tackle questions borrowed from the various examining boards.

John Robottom's book for Longman is the most satisfying of the three, one that adults can enjoy and children follow without difficulty. It is sparsely laid out, the text enhanced by

judicious use of red, and broad margins are used to provide helpful headlines and guidelines. The narrative flows easily, rich in unexpected and useful information and unusual viewpoints. The pictures and source goblets are often unfamiliar, and are well used to stretch imagination and perception. The maps and diagrams are bold, colourful and richly informative.

There is a useful point of comparison. By chance (I suppose) all three authors employ, in one of their early chapters, the same example. In dealing with 18th-century enclosures they have drawn on Rex Russell's admirably reconstructed Lincolnshire village maps (can the days of that endlessly-repeated imaginary village plan be over?). From the dozens that Russell has published all three choose Waltham. Philip Sauvain has the two maps (1769, 1771) redrawn, sacrificing Russell's elegant cartography; he makes little use of them, asking four simple observation questions. Jones reproduces the maps to illustrate an Oxford and Cambridge board approach; and the board's questions are, naturally, more demanding, calling for description, interpretation and supplementary research. Robottom makes fullest use of the pair of maps (whose source he alone fully identifies). They form the basis for a short explanatory chapter that feeds in supplementary information and speculation around the evidence. This book not only presents good material but ensures that it is well used.

Tom Corfe

Looks familiar



Biology: A Modern Introduction (GCSE Edition). By B S Beckett. Oxford University Press £5.25. 0 19 914260 2. Biology: GCSE Edition. By G Jones and M Jones. Cambridge University Press £5.25. 0 521 33869 7.

While we await a completely new GCSE biology textbook written entirely after the National Criteria and GCSE syllabuses were published, we must be content with new GCSE editions of existing texts. These have the advantage, however, of being based on familiar, tried and tested materials.

The first edition of Beckett's original O level text has been around since 1976 with a revised edition in 1982. In all this time it has become a firm favourite with many teachers and established itself as an attractive and detailed text for above-average readers. How then does the GCSE version compare? The publishers claim that it has 25 per cent new material. Interestingly, both old and new editions have exactly the same number of pages. The structure of the new book is also very similar to that of the old. Most chapters are basically the same as before, although those on the topics of ecology, pollution, conservation and population growth and its control have been markedly revised and extended.

Several other topics areas such as genetic engineering, sexually-transmitted diseases, medical developments in aspects of reproduction and diseases of the circulatory and gas exchange systems are new or considerably expanded - though there is disappointingly little extra material on biotechnology and food production. Beckett has also revised and considerably expanded the sections at the ends of chapters involving investigations and questions, (and wisely dropped the previous headings of "Verification

and Inquiry Exercises"). There are now some more data-analysis items included, though still not enough.

To make room for these additions and changes, several areas in the text have been dropped completely or severely reduced. Gone are the essays, *Hydra*, and detail of the cell, with much reduction in other sections including those on animal and plant reproduction, mitosis, foods and vitamins, and also some of the details of photosynthesis. In the various changes made, the reading level remains much the same as before. So if you have always been happy that Beckett's is right for your students (or some of them), the new edition can be used with confidence as a general supportive text for GCSE.

The Jones's earlier text is a recent addition to the market, being published in 1984. It has been received by many teachers because of its clear layout and attractive illustrations, together with a text that is fairly accessible to a wide range of student abilities. This new edition is far fewer changes in it than Beckett's made in his GCSE text. *Biology GCSE* is a little under 40 pages longer than its predecessor, and the changes that have been made generally involve additions of new, rather than deletion of old, material. There has been a revision of the original writing and diagrams, eg in the carbon cycle, but not a great deal. The new material is predictable, in line with the changed GCSE, with more on health, social applied aspects, ecology and the impact of humans on the environment. Although there are new sections of biotechnological developments, these are not particularly extensive. A few new investigations are to be found, but only a few, and there is a small amount of additional data-analysis material. This is certainly a most valuable GCSE text. But if you invested in the earlier edition only a short time ago you will not be getting very much more for your money now. A choice between the two new editions will depend very much on the ability and interests of your students. Beckett's text is more thorough in some areas, but more difficult to read. *Biology GCSE* is more accessible and lively and will be a better choice for wider ability range.

John Tranter

Sort it out



Teaching GCSE Science. By Peter Dawson. Hodder and Stoughton £4.50. 0 340 40875 8.

For those struggling with course work assessment, unfamiliar syllabuses and inadequate resources, this book is not a ready-made survival kit. It does give an overview of GCSE as it applies to science, and is, according to the preface, "one attempt to inject confidence and perhaps a little structure into what may be for many, a very confusing situation".

The two brief introductory chapters remind us what is all about. There is a summary of the faults of GCSE/CSSE and "old" science courses, an outline of the GCSE single system, with its emphasis on positive achievement and improved quality of education, and finally, a superficial account of criteria-based and norm-referenced grading.

The book is dominated by assess-

ment, particularly school-based assessment. The emphasis is on the examination board's requirements, rather than the practical difficulties faced by the classroom teacher, so the mechanical record cards, moderation etc are covered. Given the variations between syllabuses, the generalizations do emerge, are, perhaps necessary, rather trivial: "normal" practicals should be assessed, marking is a criteria etc. Unfortunately, the book is not very well structured, there is a lot of repetition and some terms are not clearly defined; difficulties compounded by the absence of an index.

There are a few very useful examples of practical activities suitable for assessment, with their mark schemes (mostly based on the training site *Teaching Times*). More of these would have been helpful. Peter Dawson outlines a method of "Sorting out the Syllabus" and "Sorting out the Planning". The accompanying illustrative examples are helpful, but a little difficult to follow without some of the relevant syllabus.

For anyone who is not familiar with the basics of departmental organisation, GCSE science and the requirements of the syllabus, this book might be helpful, but many teachers will by now have progressed beyond this stage.

Lynne Marjono

Our forthcoming Extras on Primary Education (March 6), Reading (March 20) and Science (April 3) will include reviews of class books for all levels

Jessica Saraga

Television
Famine
for sale

"A very tasteful commercial" was how Don Housley, PR man for the telecommunications giant AT&T, described his company's use of starving children in Ethiopia to publicize its reproduction, mitosis, foods and vitamins, and also some of the details of photosynthesis. In the various changes made, the reading level remains much the same as before. So if you have always been happy that Beckett's is right for your students (or some of them), the new edition can be used with confidence as a general supportive text for GCSE.

The two parts of *Consuming Hunger* (Channel 4, February 18 and 19) were the most important television programmes of the week. They took what might appear by now to be a well-worn subject: the way in which the news media, by selection and filtering, interpret events and anticipate or direct what they assume to be the perceptions of the audience. But this was no facile designation of television, and it notably avoided any crude implications of political manipulation. Part one analysed the breaking of the Ethiopian story, looking at the question of priorities and how the Western media decide what constitutes "news", and in part two, the reaction, culminating in the Live Aid and Band Aid events, bringing the efforts of a vast international solidarity to bear on the problem. It was not the only witness to the breaking of the famine, but this was only one aspect of a many-sided argument.

In dealing with political events in the West, television producers do not see the need for dramatic pictures: talking heads are often enough. But in the "lower division", to which events in the Third World are relegated, the right images form an essential part of the news. It was these images that filled the Ethiopian crisis from the level of just another African drought, to that of a "Biblical famine" (a point convincingly illustrated by comparison of the news pictures with scenes from Hollywood epics). The undifferentiated



Consuming Hunger: Vnews cameraman Mohamed Amin in Ethiopia

ated crowds, the starving mothers and children, fitted categories that could be easily assimilated by a Western audience. In Britain there was, too, the commercial rivalry, freely admitted, between the BBC and ITV and, once the story was established as "news", the contradictions between humanitarian and commercial concerns, the morality of "helping you folks to feel good about yourselves" by putting your money in your pockets for "your \$16-a-month tax-deductible pledge", and the consequence for Western perceptions of Africa. *Consuming Hunger*, for once, gave African journalists and politicians a chance to express an alternative view of the events and their coverage in the media. On the same night, Split Screen (BBC2, February 18) had Lord Hatch arguing for government aid to the Third World and Lord Borer repeating his arguments against (principally that aid rewards governments for impoverishing their people).

"Neill would die if he knew that I was a teacher; he always said that he'd be very disappointed if any of his pupils turned out to be teachers." It was reassuring to learn (Being Happy is What Matters Most, ITV, February 16) that Summerhill is still going strong, and that lessons are still not compulsory for the pupils at this outpost of free education. Weeding vegetables;

Two-piece

Rosencrantz and Guildenstern Are Dead. Nottingham Playhouse until February 28, then on Tour.

Mark Arden and Stephen Frost are known collectively as The Oblivion Boys and it may have been this which suggested their casting as Shakespeare's perpetual also-rans promoted by Stoppard to the Big Time. They certainly reveal the pair as one of the best double-acts since Vladimir and Estragon, playing subtly off each other and taking their patter from the world of music hall to Beckett (in memories of a vaguely defined and hugely lost past) to more than one surprising echo of Christopher Fry's elegant word-fancies.

Peter Wilson directs them smoothly in all this and the whole act shows in miniature the virtues of ensemble playing. Unfortunately, their act is not the whole show and just as Arden's

Goldenstern rattles off his more thoughtful speeches without much sense he has ever thought them out of nothing, so there's little but make-do surrounding the duo. On stage, Lionel Blair looks and sounds like a well-defined offstage searching for a well-defined role without much success, while Paul McKendrick's Alfred is a mere streetwise kid who enjoys wearing drag at a party. So the scenes with the players count for little while the court characters are competent at best. No one shows much inclination for Shakespeare's verse.

Robert Jones' set should tour well but is dwarfed by the Nottingham stage; it is decorative, but somehow suggests a cross-section through a pyramid. This was not the only reason to expect Glenda Jackson to appear as in a celebrated piece in the *Enid Wise* oeuvre. Fast, funny, but (in Stoppardian paradox) deeply superficial.

Timothy Ramsden

Rosencrantz and Guildenstern Are Dead visits a number of towns in March and April as *Mobius Touring Theatre* with Peter Wilson. Details in *The TES* of February 6.

Towerful

Raleigh at the Tower. Curtain TIE, Tower of London Education Centre.

The Curtain's recent TIE production for third and fourth year juniors triumphantly vindicated history's continued presence in the primary curriculum. Young children are readily enthused by adventurous exploits and outraged by injustice. The story of Raleigh provides ample room for both. The Curtain's presentation of his plight involved much more, however.

This was participatory drama in which pupils were encouraged to accept responsibility for their own decisions. They were invited to choose roles as scribes and advocates, mariners and navigators, explorers and gold refiners in order to persuade a suspi-

cious King James to release Raleigh from his 12-year imprisonment in the Tower. In small groups they were entrusted with a variety of tasks, such as calculating the number and kind of ships needed for a voyage to South America.

Through a combination of techniques - role play, storytelling, film and discussion - the three TIE actors held a multi-ethnic class of 25 children spell-bound for 75 minutes without a break. They were helped by the Education Centre's rooms which are well equipped to evoke the period atmosphere, to which the children clearly responded. One unfortunate omission was the film's failure to mention that James betrayed Raleigh by informing the Spanish that the expedition was on its way. A missed opportunity, therefore, for creative tension between King and pupil pleaders.

Linda Hall

EDUCATION MATTERS

Every Sunday afternoon Susan Marling presents EDUCATION MATTERS, Radio 4's new education magazine with news, points of view and regular features - if you have an interest in education, from pre-school to 18+, this is your forum.

EDUCATION MATTERS

starts 1st March Every Sunday at 4.30pm in OPTIONS on Radio 4 VHF/FM 92.4-94.8



SUSAN MARLING welcomes comments, suggestions or problems for the programme. Write to her at EDUCATION MATTERS, BBC, London W1A 1AA.

Imperial echoes

Swati's Honour. By Christopher Douglas. Lyric Theatre, Hammersmith.

The Hungry Dancer. By H O Monro. The Young Vic Studio.

A View From the Bridge. By Arthur Miller. National (Cottesloe) Theatre.

Who's Afraid of Virginia Woolf? By Edward Albee. The Young Vic.

This Story of Yours. By John Hopkins. Hampstead Theatre.

Teaching GCSE Science. By Peter Dawson. Hodder and Stoughton £4.50. 0 340 40875 8.

For those struggling with course work assessment, unfamiliar syllabuses and inadequate resources, this book is not a ready-made survival kit. It does give an overview of GCSE as it applies to science, and is, according to the preface, "one attempt to inject confidence and perhaps a little structure into what may be for many, a very confusing situation".

The two brief introductory chapters remind us what is all about. There is a summary of the faults of GCSE/CSSE and "old" science courses, an outline of the GCSE single system, with its emphasis on positive achievement and improved quality of education, and finally, a superficial account of criteria-based and norm-referenced grading.

The book is dominated by assess-

tion. When I saw it, the production lacked the pace essential to force. But it gathered momentum and took off in a splendidly gayed Gang Show routine which brought the house down. Some of the laughter raised by *Asian Co-operative Theatre's The Hungry Dancer* was clearly unintended. Indian law-student Shiva has got fashion status; he offers marriage. Meanwhile, his job as an international telephone operator ("Blond Spiderman" to South Africa and anti-nuclear scourge of the USA) has embroiled him with Bombay operator Maya who visits him in London escaping from her unhappy arranged marriage. Sleeping with him as goddess Kali with god Shiva (his Indian mask collection transforms them) she claims their link is eternal. The triangular relationship explores East-West tensions, sexism, women's rights, socialism etc through banal dialogue in short scenes punctuated by matches of dance. Maya (Shelley King) had credibility, but I never once believed that Shiv or Tara were alive.

A View From the Bridge, directed by Alan Ayckbourn, pulsates with life. Rob Barnard's soundtrack evokes New York's Waterfront miraculously and Joan Washington's dialect coaching reproduces perfectly the rhythms of Italian-American. Ayckbourn's attention to detail refreshingly reveals the humour underlying Miller's moving account of love, betrayal and revenge among illegal immigrants. A marvellous and totally committed cast, led by Michael Gambon in magnificent form as Eddie, acts with explosive power. John Alkin the newly-defamed immigrant, which might be Miller's

fault as much as the actors. Four actors finely attuned release explosive forces in *Who's Afraid of Virginia Woolf?* (Billie Whitelaw) and George (Patrick Stewart) turn from saving each other to attack their guests Honey and Nick (Saskia Reeves/Matthew Marsh). In the small hours, the games they play (Hump the Hostess/Get the Cards/Bring up Baby) strip away social propriety and leave the protagonists clinging together in desperate love. Under David Thacker's sure direction the cast acts with no holds barred. Three hours' martial in-fighting, raising loud laughter checked by moments of deep pain, prove strangely invigorating in this powerful revival.

In the revival of *This Story of Yours*, David Suchet's performance of a police-sergeant undergoing a nervous breakdown and beating too studied, child-rapist suspect seemed too studied. However, James Henselwood as the murdered man, Bryan Fringle as the Chief Inspector investigating the murder and Jane Wood as the sergeant's wife were exemplary. Constructed as a series of dialogues, the play dwells lovingly on aesthetic sexual fantasies expressed in heightened prose which strains belief. But it certainly packs a punch, and I felt battered by the time Act Three's violence revealed what lay behind Act One.

A whole evening of *Pacifying Alida* proved too much, despite brilliant singing and clowning. Bite in *Another Love* and "Jealousy" splashed safely over numbers attacking middle-class trendiness.

John James

ARTS



No flies on Ken Russell

Gothic (18)
Lumière, St Martin's Lane.
The Fly (18)
Odeon, Leicester Square.

In Regency London, Ken Russell assured us after the preview at the London Film Festival, laudation was freely available in every corner chemist's and so cheap that half the population of Britain was high on it. Shelley, "addicted to opium" according to scriptwriter Stephen Volk, took his hubbub with him to Switzerland. Mary Godwin and Claire Clairmont were also part of the luggage. Byron the host at the Villa Diodati and the neurotic Dr Polidori an unwanted guest. In one night in 1816, pepped up with Gothic romances, swept away in a "maelstrom of fears, lusts and jealousies", and totally wrecked on a mixture of opium in alcohol, they went on a trip that ended with Frankenstein, Dracula, Bram Stoker, Boris Karloff, Hammer House of Horror and the rest. That, at least, is the thesis proposed in *Gothic*. Forget it. "Almost alone among the

Romantic writers Shelley sought no refuge in drugs or alcohol," says his biographer Richard Holmes, and the Russell-Volk rewriting of history cannot be excused by the assertion that Mary and Claire's diaries are "elusive" (Volk's word) on the events of June 16, 1816. The objection will be dismissed as pedantry: *Gothic* is a film about the making of myth and so justified in its imaginative re-working of sources. But the fact remains that it is not what it pretends to be, an investigation of the historical origins of *Frankenstein* in the repressed sexual feelings of the five people in the Villa Diodati. It is a modern nightmare in Regency costume, tossed together with images from Fuseli and horror movies and supposed to explore the creative act (something usually hinting at a measure of narcissistic self-regard).

Where the documentary evidence is "elusive", *Gothic* is explicit, its only real content being the often enthralling images; but crude in its depiction of character and its concept of the imagination. Appropriately, the most memorable character is Dr Polidori,

historically the least interesting of the five, played by Timothy Spall as a mincing neurotic, considerably older than 21, with a taste for unpleasant practical jokes. *Gothic* is Polidori's film, worthy of the author of *The Vampyre*, a minor novel which happened to give rise to a fashionable genre in the 1820s because it was mistakenly attributed to Byron.

David Cronenberg's *The Fly*, also previewed at the LFF, is a variant on the *Frankenstein* story (with references to *King Kong* and others of the genre). Obsessive scientist Seth Brundle (Jeff Goldblum) discovers how to transport matter and, once his computer has been taught to reverse the flesh, undergoes the process himself. The fly in the ointment is the insect that wanders into the machine. Fused "at the molecular-genetic level", the resulting creature is dubbed "Brundlefly" by the computer which has realized that, despite initial appearances, it is more a species of fly than of Brundle. But, inside its metamorphosing envelope, and despite a changed personality, the essence of Brundle

remains, observing its deterioration with scientific detachment, still loving and loved by the journalist (Geena Davis) who must eventually destroy it and their offspring.

Unpretentious in its appeal, with plenty of stomach-turning effects, *The Fly* is a homage to its predecessors (from Kafka to the Fifties sci-fi movie which provided the immediate inspiration) and, despite some moments of comedy, never descends to parodying the genre. Instead, respecting its material, it shapes it into a parable about love, humanity, the decay of the body and the limitations of science; and that brings us back, at last, to what really occurred at the Villa Diodati in 1816, when Mary Shelley, in a waking dream, conceived the story of *Frankenstein*.

Robin Buss

Above: Jeff Goldblum (Brundle) and Geena Davis (Veronica Quail) in *The Fly*; right: Timothy Spall as Dr Polidori in *Gothic*.

Infant angst

Philippa Davidson
previews a concert at
the South Bank on
Sunday

Barclays Youth Music Theatre
Awards.
Queen Elizabeth Hall, March 1.
1.30pm - 9.30pm

If you are seven and your only experience of the theatre is the school taking the stage at the Queen Elizabeth Hall can be quite an ordeal. That is just one of the problems the 24 finalists in the Barclays Youth Music Theatre Awards will have to cope with on Sunday.

The competition, launched by composer Peter Maxwell Davies last year, is open to young actors and musicians aged seven to nineteen from schools, colleges and independent drama groups. It is designed particularly to encourage the kind of mixed media performance - dance, song, mime - that is becoming increasingly popular in schools because it offers opportunities for creativity and self-expression greater numbers of children than any other artistic experience.

Wells Cathedral Junior School teacher Nigel Hayward described his school's entry, "Ring 'o' Roses", had expanded from the germ of a play to a full-scale entertainment. "It happened to be giving a concert in Derbyshire village of Eyan. The children were so fascinated by the story of the Great Plague that a visit was organized to explore the village, the church (the vicar's contribution is especially significant) and the surrounding countryside." In children, with the help of their teacher Judith Burns, were the school's drama and a special song composed. The educational value of the group discussion, planning and rehearsal that make up a performance is something that no one - teachers, participants and patron Peter Maxwell Davies - underestimates.

Other entries in the junior category include an entertainment based on *Midsummer Night's Dream* from the which Music and Drama Group, a music theatre piece called *Mark* from Combeshead School, Devon and a dramatization of the story of *Robin Hood* from Brackenfield School, Warrington.

Greek myths are also popular with the senior entrants. The *Iliad* by Persius (Rosebery School, Cheshire) is a story of the Trojan War, and the *Odyssey* by the same school is a story of the journey home. But drama at Rosebery goes beyond the school gates. "It is a story to the community," says teacher Linda Watson, describing the school leavers return to the school to take part in productions, designed to find they are unable to pursue their interest in acting in the outside world. Two weeks ago all the costumes were destroyed by fire, but with support from pupils, staff and the community the show will go ahead as planned.

Tommy's angst is predictably a popular theme in the senior section. Paul copes with the frustrations of *Running* (Joseph Chamberlain School, Birmingham), an all-girl play from the Holy Child School, Leeds, and a drama of the life of the blind triangle while *Boys* (Holy Child School, Leeds) is a play about the life of a boy in a boys' school, Leeds. The winners of the award, presented by a panel of judges that includes Peter Maxwell Davies and David Jones, will be Denise Coffey and David Jones, who will be awarded the award for the best play for Warwickshire, going to the winners of each section, with £1000 and the runners-up, with £500.

An award of £500, presented by a panel of judges that includes Peter Maxwell Davies and David Jones, will be Denise Coffey and David Jones, who will be awarded the award for the best play for Warwickshire, going to the winners of each section, with £1000 and the runners-up, with £500.

The underwater world and the dream sequences are skilfully handled by lighting designer Mick Hughes and the general freshness of the English countryside, its gardens and streams and country houses - a tantalizing background to Tommy's world of dark, sooty chimneys - is attractively presented in Alexander McPherson's sets and costumes.

Altogether, it's a pleasantly beguiling production, directed by Ian Watt-Smith, but lacking Kingsley's strong grip on the imagination which lodges his book so firmly in the memory.

Ann Fitzgerald

The Arts Council sponsored production of *Tommy* by the Birmingham City School of Music, Birmingham. Tel: 0121 256 1469.

Well-sooted

The Water Babies
Flying Tortoise Theatre Company.

The lasting impression of Charles Kingsley's book is of a story of compassion and stern moral principle with the sort of energetic drive that comes from strong convictions.

This underlying power is missing from this musical stage version, adapted by Willis Hall with music and lyrics by John Cooper. Though the tunes are jolly they are often quite out of keeping with mood and character at the time; Mrs Be-do-by-as-you-did, a suitably black-robed and bonneted Victorian schoolmarm, suddenly breaks into foot-tapping song at the end of her forbidding lecture to Tom. Music, in fact, plays too large a part in the production, slowing down the pace and undermining the dramatic strength of the story.

But the central characters are well perceived and firmly established: Tom the poor chimney sweep's boy, longing to be clean, the bullying old reprobate, Mr Grimes, and the mysterious Irish tinkler woman with the warm caressing voice, who turns out to be Tom's loving mother, Mrs Do-as-you-would-be-do-by.

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SOUNDINGS

Racism: can anyone win?

After Sarah Jane Evans's discussion (TES, February 13) of pressure group influence on publishing comes the case of the Family Who Changed Colour.

Ginn's *Reasons For Writing*, a primary school language project, includes some anthologies, among them "The Magic Lake". One of the poems it includes is "In Trouble" by Vivian Usherwood, a sensitive telling of what it feels like to be one who always gets the blame. It is illustrated by a colour drawing of a family - a boy sits disconsolately while he sees himself being told off by mum. To one side his brother gets a cuddle.

"If Tom and I were fighting and got caught And Tom gets a big cuddle."

A lot of children will recognize the feeling, and the poem is excellent for class use. However, depending on when you bought the book, the illustration varies. The first edition has a white family, the second a black family. Why? The poem contains no obvious message about racism, and the poet as a whole shows itself to be consistently aware of the need to show a stereotype-free mixture of races, sexes and age groups.

The answer comes in a green slip which falls from the earlier edition when you open it: "In Trouble" by Vivian Usherwood, a Black writer, was illustrated without the prior knowledge of his publisher. This page will be re-illustrated to depict a black child when the Anthology is reprinted.

This Island Now, by Peter Abrahams (Paper £3.95). Set in a generalized Caribbean island, this is one of the best studies of the reality of that moment when white power has to be converted into black, and a sort of political metal fatigue is threatened, with enormous stresses coming from without and within.

E. Batterbury

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"In Great Grandmother's Day"
Drama of 1914 Burton children who went on strike FOR their teachers. Chris Adams moving musical view 2 hrs. £10.15.

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High School Comedy with a difference 5 Adults & 5 Children. 35 mins. £10.15.

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Dramaland adventures by BBC award winner Michael Peacock. 45 mins. £10.15.

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Greek legend told in a winning way. 35 mins. £10.15.

"The Lollipop Lady"
For children and adults. 45 mins. £10.15.

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Score/Song/Cassette 100 post free from:

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Tel: (01) 546 0288

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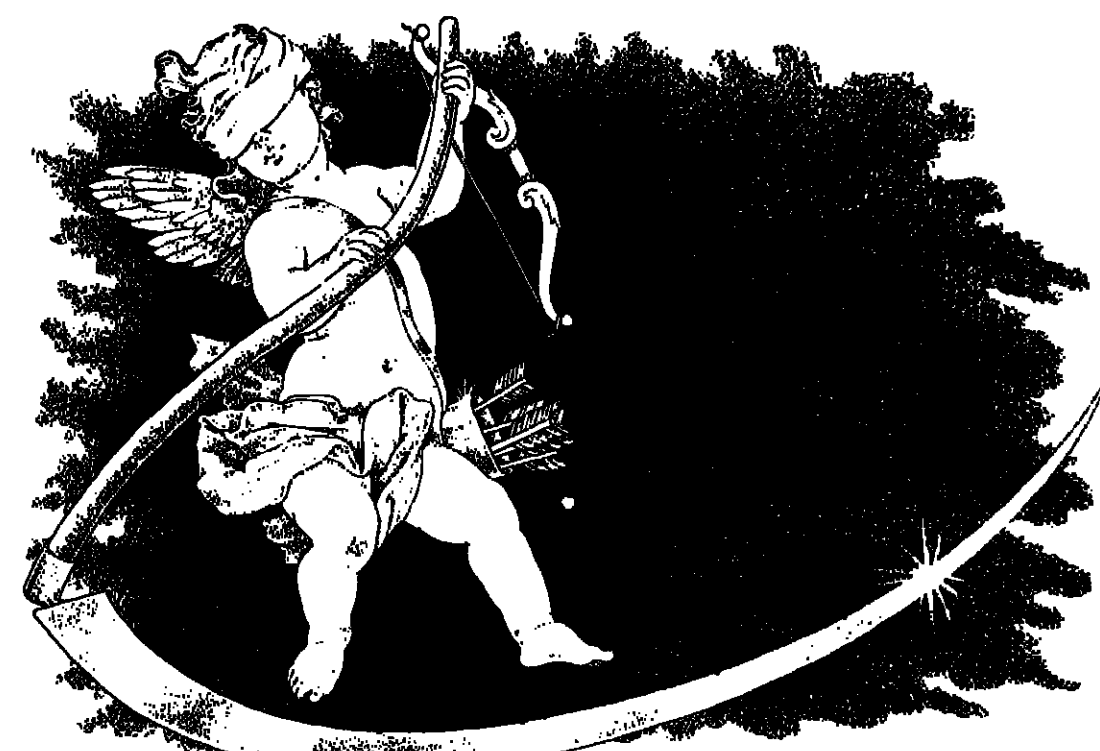
Festival of Colour

YOUNG ARTISTS OF THE ISLAMIC WORLD
5 FEBRUARY - 25 APRIL 1987

TUESDAY - SATURDAY 10.30
SUNDAY 12.30
CLOSED MONDAY
Children's Saturday Workshops
For further details call the Press Officer
0121 256 1469

Teaching Aids

Fanny Mitchell on the desperate need for educational resources about Aids



creating them; just look at the "gay plague" era which made it much harder for the heterosexual transmission of Aids to be accepted. Credibility is lost each time a message is changed.

Of resources on Aids currently available, very few are of much use in the classroom. Aids is not a subject that has much visual impact or appeal, and though a number of companies have produced videos, many of them simply recorded off air, most either do not contain the essential messages clearly, or are dry to the point of desiccation, or are out of date before coming off the production line; and this applies not only to those specifically marketed for schools.

Three videos (all reviewed in *The TES* last week) are answering questions or reinforcing the teachers' point. But two of them have the disadvantage of being American, and the third lacks any humanitarian touch. Teachers

may find it instructive to look at the teaching method adopted by one of the Aids Movie (Educational Media International).

The Health Education Council's leaflet, which contains rather more information than the nationally distributed government leaflet, is a useful adjunct to teaching, and the Terrence Higgins Trust produces a range of leaflets (for which they charge) for specific target groups. They do not include school children, and on the whole are more sexually explicit than necessary for teachers, however, may like to familiarize themselves with these leaflets for particular pupils' needs. For those interested in reading up the history of Aids both from a scientific and a political perspective there is a very readable short paper *The Plague Years* (Picador 1986 £3.50), written by the American, David Black.

If you have access to a computer and

modern, "Healthdata" (01 986 4360) includes a frequently updated 50 pages on Aids, with epidemiology, methods of transmission and safe sex. Its main drawback is that it takes time to find your way around. Although not specifically designed for schools, I am told that even a middle school is enjoying using it. The data will probably be shortly transferred to Prestel.

There are also various help lines run by the Terrence Higgins Trust, the government, and voluntary local groups. The College of Health provides recorded tapes but cannot answer individual questions. The others mentioned, and local genitourinary medicine (STD-VI) clinics, are intended to answer personal questions, but should be able to help teachers out on specific points.

A key resource is desperately needed to provide facts for teachers and pupils as well as help with exploring their attitudes.

At the moment these needs are inadequately met. In September 1986 the DES produced guidelines relating to infection control and what to do if a pupil carried the virus. Although supposedly distributed to all schools in the country, these guidelines do not appear to have been seen by many heads, or by the educational welfare officers who should also be familiar with them.

There is one teaching pack produced late last year for BLAT (the British Life Assurance Trust) by John Sketchley. (This is available only from BLAT Centre for Health and Medical Education, BMA House, Tavistock Square, London, WC1 9JP price under £5). It has the right ideas and provides facts, which of course may need updating. It touches on attitudes and language and contains a whole lot of exercises. It rightly concentrates on prevention, and has sections on what the Aids virus is, how it is transmitted, puts it into perspective epidemiologically with other diseases, and discusses why it poses a unique set of problems. There is a brief section on infection control, and the need for teachers to examine their own attitudes, and there is some mention of the need to use the right language.

However, its presentation is a muddle; the author never seems clear as to whether he is providing information for the teachers themselves, or to use with their pupils. A detailed description of anal sex and the explanation of the penis as "the sausage like part of the male sexual organs" appear in consecutive paragraphs.

The topic demands exercises aimed at reassuring pupils on their feelings and attitudes; the exercises in this pack contain few attempts to achieve this and little group work. Drawing pictures of children with Aids hardly does much in this respect. With a concentration on topics like homosexuality the approach tends to focus on specific groups.

Teachers urgently need support in the ways outlined here on this most complex and sensitive of topics. Who will come to their rescue before thousands more are infected?

Fanny Mitchell is District Health Education Officer in Islington.

Tales out of school

Pickwick International Inc. (Ditto & Tell-a-Tale Tapes) £1.99.
Deca Argo Spoken Word Cassettes. £6.50.

Small children wandering around without any Walkman equipment are not always being bombarded with pop music; many firms offer stories and poems to which they can listen.

Pickwick International's *Ditto* tapes are graded for ages from pre-school to 12. They are cheap, and offer 80 minutes' recording time. Each story has its own theme music which may appeal initially but which becomes irritating when the jingle is prolonged, or worse still, when it is used as background to the voice. However, the readers are excellent; Simon Needs, currently at the National Theatre, convincingly interprets the Pooh stories; the whole forest seems alive with the animals' endearing adventures. Kate Lee gives Nigel Finton's magical tales of Beaver Castle such an exciting atmosphere that one small boy to whom I lent them could not listen to them in the dark. Praise indeed.

Deca Records' *Argo Spoken Word* cassettes embrace adult and children's fiction, poetry, and drama. They have almost completely the entire collection of Shakespeare's plays, each at two and a half hours' long, with famous and respected stage performers reading the parts. These cassettes would prove invaluable adjuncts to examination work.

Betty Tadmor

approach and details a range of alternative therapies which do not depend on the use of animals. Part two introduces a new approach to testing. Available on free loan or purchase from Guild Sound and Vision Limited, 6 Royce Road, Peterborough PE1 5YB.

FIRST HOUSE FIRST TIME AWARD
This is a new award for video production by young people as part of this year's

notes

"PROGRESS WITHOUT PAIN"
Produced by The Lord Dowling Fund for Humane Research, this video is in two parts. Part one describes the need to

notes

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nuclear energy 'starter' pack

Atoms, Energy and Electricity, a teaching resource pack developed in consultation with teachers for use with children in the 9-13 age group, is now available from the UK Atomic Energy Authority.

The new "starter" pack contains three worksheets, 10 copies of each of four booklets, four pupil worksheets and teachers' notes.

Using simple, straightforward language and profuse, full colour illustrations, the pack deals with such topics as the structure of the atom, the way a nuclear power station works, and radiation.

The pack costs £13 inclusive of VAT, postage and packing. To obtain a copy please use the order slip below, enclosing payment by cheque or postal order. Payment refunded on return of goods undamaged if not satisfied.

To UKAEA Education Service, PO Box 10, Wetherby, West Yorkshire LS23 7EH. Please supply the Atoms, Energy and Electricity teaching pack. Payment of (£) enclosed.

NAME

ESTABLISHMENT

ADDRESS

POSTCODE

SIGNED

DATE

TELEPHONE

TELEFAX

TELEPHONE

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

HEADTEACHERS

Primary

Barnstaple, Our Lady's RC Primary School, Charters Hill, Barnstaple EX32 8DD. (Roll 190)
Headteacher - Group 4 (£12,720-£14,175)
Required September 1987. Applicants must be practising Roman Catholics. Application forms from the North Devon Area Education Officer, Civic Centre, Barnstaple EX31 1EG. Closing date 13 March 1987.

SCALE POSTS

Secondary

Barnstaple, The Park School, (1-16 Comprehensive), Park Lane, Barnstaple EX32 9AX. (Roll 944)
Scale 4 - Head of Mathematics Re-advertisement
Required September 1987 to provide leadership for a team of staff teaching the subject throughout the school. Experience of SMP and an interest in technology will be an advantage. The ability to co-ordinate policies across a wide range of the curriculum is desirable. Previous applicants will be automatically reconsidered unless they notify otherwise. Closing date 13 March 1987.

Telgmouth High School and Community College, Exeter Road, Telgmouth TQ14 9HZ. (Roll 1,052)

Scale 3 - English

Required September 1987 as second in English department a teacher with recent successful experience in English schooling able to contribute to the recent developments in English teaching. Closing date 12 March 1987.

SCALE POSTS

Primary

Merton, The Clinton C of E Primary School, Merton, Okhampton EX20 3EQ. (Roll 68)

Scale 1

Required September 1987 an enthusiastic teacher for infants. The ability to work with pre-school children is essential. Music an advantage. This post is available under the Authority's Young Blood scheme. Therefore only primary students who will complete their training in 1987, or recently trained teachers who have not previously obtained a full-time teaching post may apply. Closing date 13th March 1987. (13218)

DEVON
COUNTY COUNCIL
EQUAL OPPORTUNITIES
EMPLOYER

PRIMARY HEADSHIPS

continued

HAMPSHIRE

The County Council pursues a policy of equality of opportunity. Applications are particularly welcome from people with disabilities.

CURRIDGE COUNTY PRIMARY SCHOOL, Curridge 303 3DR. Headteacher required September 1987 for this Group 3 School.

Further details and application forms available from the Area Education Officer, Southsea House, 50, Southsea, Winchester on receipt of a stamped addressed envelope. Closing date for receipt of completed applications 20th March 1987.

Applicants who responded to an earlier advertisement should indicate whether they wish their application to be considered. (44881) 110010

HERTFORDSHIRE

ST. CROSS R.C. J.M.I. SCHOOL, Upper Marsh Lane, Hoddesson, Herts. EN11 8BW

Group 4. Headteacher required September 1987. An experienced and enthusiastic catholic teacher as Head of this well-established, one-form entry primary school.

London fringe allowance is included and there may be offered with relocation expenses.

Application forms and further details are available from the Clerk to the Governors, c/o the school.

Closing date for application 15.2.87 March 1987. 110010 (44530)

Wiltshire
AN EQUAL OPPORTUNITY EMPLOYER

WILTSHIRE
Primary Education

Headteacher Posts

Alderbury County Primary School, School Hill, Alderbury, Salisbury, SP5 3DR

GROUP 2

N.O.R.72
Head Teacher required from September 1987 following the retirement of Mr A. E. G. Smith. This is a 3-class village school in pleasant surroundings some 3 miles south-east of Salisbury. Please quote reference ST/TPMB

Closing date 11th March

Kington St. Michael C.E. Primary School, The Ridings, Kington St. Michael, Chippenham, SN14 6JA

GROUP 2

N.O.R.51
A Head Teacher is required from September 1987, following the resignation of Mr P. Deacon. This is a new school in the heart of a small village to the north of Chippenham, with a very supportive community. The Governors seek a well experienced and qualified teacher with a modern approach to Primary Education. Please quote reference ST/TPMB

Closing date 6th March

Application forms and further details for the above posts from the Chief Education Officer, (Ref. ST/TPMB), Education Department, County Hall, Trowbridge, Wiltshire, BA14 6JB. (SAE please).

Deputy Headteacher Posts

Linden Junior School, Linden Drive, Swindon, SN3 6EX.

GROUP 6

N.O.R. 356
Required for September, 1987, an enthusiastic class teacher with a wide experience of the Primary age range, and a proven ability to take a leading role in curriculum development.

This is a re-advertisement. Previous applicants will remain under consideration and need not apply. Application forms and further details available from the Head Teacher at the school (S.A.E. please), to whom applications should be returned by 13th March, 1987.

Sambourne C.E. Controlled Primary School, Sambourne Road, Warrminster, BA12 8LF

GROUP 5

N.O.R. 271
Required for September 1987 following the promotion to a headship of the previous postholder. Applicants should be committed to direct experience learning. They should have wide primary experience and be prepared to offer a positive lead in curriculum development and school management.

A particular strength in either language Development, Computer-related activities or Science would be an advantage. Visits to the school would be welcome.

Application form and further details (SAE please) from and returnable to the Headmaster by 13th March.

Blagrove County Primary School, Head Teacher: Mr D. Messenger

GROUP 5 (Estimated N.O.R. January 1988 - 160)

Deputy Head required for this new primary school to be opened in September, 1987. Although the candidate will take up post from this date, there will be an opportunity of being involved in planning for the opening.

An enthusiastic teacher is sought who is expected to take a key role in curriculum development and management. Experience with infants essential.

Application form and further details (S.A.E. please) available from and returnable to the Chief Education Officer (FJK), Sanford House, Sanford Street, Swindon, SN1 1QH, no later than 13th March, 1987.

SCALE 1 POST

Toothill Primary School, Head Teacher: Mrs A. P. Newton

Stoke Newington, Swindon SN5 3DR

N.O.R. 407
Required from 27th April, 1987, for the summer term only. A Scale 1 Teacher to take a class of four year junior pupils. The successful candidate should be lively and enthusiastic and able to work a top based curriculum.

Letter of application CV and names and addresses of two referees to The Head Teacher no later than 12th March, 1987.

ST. MARY'S R.C. VOLUNTARY AIDED PRIMARY SCHOOL, Station Road, Chingford E4
Required for September 1987

HEAD TEACHER (GROUP 5)

Salary: £13,785 - £15,243 plus Outer London Allowance
Roll: 265 approx.

Applications are invited from practising Catholics who appropriate qualifications and teaching experience. Candidates should be well versed in current thinking on Catholic education.

To assist in recruitment of teachers to this Authority a play group has been opened for 5 days a week during term-time from 8.30 am - 4.30 pm providing for teachers' children from 3-5 years of age.

Application forms can be obtained from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 6LJ to whom they should be returned by 13 March 1987.

Waltham Forest is a multi racial area and the Governors anxious to ensure this is reflected in their workforce. They welcome applications from people regardless of ethnic origin, sex or disability.

Waltham Forest

Churchfields Primary School, Churchfields Road, Beckenham, Kent BR3 4QR.
Tel: 01-850 5247

HEADTEACHER

Group 5

Applications are invited from suitably qualified and experienced candidates. Post tenable from September, 1987.

The present school was built in 1890 as two separate schools. A new purpose-built Primary School is due to be opened in Spring 1988.

The new premises will provide a 1 1/4 form entry, 330 places Mixed Junior and Infant School with provision for Special Opportunity classes for approximately 40 pupils (370 in total). Additionally, nursery facilities will be provided for the equivalent of 25 full-time places.

The site for the new school is a short distance from the existing premises. It is about 4 acres in size and will include a playing field.

Application forms and further details available from returnable to the Director of Education, Town Hall, Twickenham Road, Bromley, Kent BR1 1SB by 12th March, 1987.

Bromley

THE LONDON BOROUGH

Headteachers

FIELD FIRST SCHOOL, Rusper Road, Ifield, Crawley RH11 0HL
Required for September 1987 for this Group 5 School for pupils aged 5-8 years. The school was built in 1955 and reopened in 1958 as a first school.

GOSSOP GREEN FIRST SCHOOL, Kitchingham Road, Gosop Green, Crawley RH11 0JH
Required for September 1987 for this Group 5 School for pupils aged 5-8 years. The school was built in 1958 and reopened in 1958 as a first school. As part of this redevelopment the school has benefited from a substantial building programme.

Application form and further details for the above two posts from the Area Education Officer, Goffs Park House, Horsham Road, Crawley, on receipt of a.s.e.

CUCKFIELD C.E. (AIDED) SCHOOL, Church Street, Cuckfield, Haywards Heath West Sussex RH11 5JZ

Required for September, 1987, a Headteacher for this 45-50 Group 3 school. The governors will be looking for a committed Christian in sympathy with the aims of a Church School.

Form and details from the Area Education Officer, Education Office, Woodlands Road, Middlesbrough, Cleveland, TS4 3AP.

Application forms and further details for the above two posts from the Area Education Officer, Goffs Park House, Horsham Road, Crawley, on receipt of a.s.e.

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Application forms and further details for the above two posts from the Area Education Officer, Goffs Park House, Horsham Road, Crawley, on receipt of a.s.e.

west sussex

PRIMARY HEADSHIPS

continued

HAMPSHIRE

WINTERBURN FIRST SCHOOL, 121 years. Headteacher required for September 1987. We purposefully of equality of opportunity.

Applications are particularly welcome from people with disabilities.

For further details to the Area Education Officer, c/o the school, 121, Winterburn Road, Basingstoke, Hampshire RG24 0JH. Closing date for applications 15th March. (44548) 110010

HERTFORDSHIRE
CUNNINGHAM HILL J.M. School, 11th Avenue, St. Albans, Herts. AL1 1JH

Headteacher for this 2 F.E. school required for September 1987. The school is situated in a pleasant area with a large playing field.

Application form and further details from the Area Education Officer, c/o the school, 11th Avenue, St. Albans, Herts. AL1 1JH. Closing date 15th March 1987. (44548) 110010

BUCKINGHAMSHIRE
SQUET OPPORTUNITY EMPLOYER, BUCKINGHAMSHIRE CHURCH OF ENGLAND, 11th Avenue, St. Albans, Herts. AL1 1JH

Headteacher for this 2 F.E. school required for September 1987. The school is situated in a pleasant area with a large playing field.

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WOKEY HOLE CAVES



The Sandford Award for Heritage Education 1986

The Boat Museum

DUDLEY WILSON

I have watched The Boat Museum at Ellesmere Port grow from an ugly duckling when rampant dereliction of the entire site dampened spirits and extinguished hope, into the neat, glamorous even, bustling affair it is today. I rejoice that enterprise, dedication, management verve and hard labour, not least from volunteers and successive MSC type schemes, have brought such merited acclaim. I love going to Ellesmere Port and I know that my enthusiasm is shared by the great majority of visitors. The Sandford Award in 1986 brought official recognition for the museum's excellent educational services. Staff are now gearing themselves, at the senior end, specifically to GCSE demands. Their first archive pack "The Development of a Dock Area" which reproduces original documents strikes me as providing exactly the basis for an investigatory approach the examination planners envisaged. Pupils can be directed to the museum's own rich archives where Ron Middleton introduces inquiring minds to the exciting disciplines called upon when consulting original documents. The Boat Museum is, however, not just for seniors and suits primary and junior equally well. Again there is first-rate study material and I especially liked the theme pack on "Water". The education team and guides led by Hazel Moody are very experienced welcoming some 27,000 young people in organized groups last year. Museum Director Tony Hirst ceaselessly works on new projects, exhibits, additions to the boat fleet, restoration of more vessels and bringing to life yet more corners of his cobbled patch. His challenge in 1987 is to raise £100,000 additionally through industry, commerce and public donations. Fully completed for Easter will be the terrace cottages known as Porters Row furnished as working homes in a variety of periods. Since my last visit I noted a summer-only Boatman's Rest cafe manned by volunteers. I admired

Steam days for schools are taking place at Kew Bridge Steam Museum on May 13 and October 1 when its huge 19th-century beam engines will be fully fired; normally they are only in steam at weekends. The Museum now has a schools programme with pre-visit speakers available on subjects such as steam power, the industrial revolution and water supplies. Children 50p. Green Dragon Lane, Brentford, Middlesex; tel: 01-868 4757.



On board one of the 50 narrow boats stars of the scene at Ellesmere Port

the Rot Centre which makes a first-class conference or study centre with its own lecture rooms, facilities and catering plus views over the museum and Ship Canal. I found horses munching contentedly in stables set out to display horse power on the canals. There are now seven exhibitions additional to the main Island Warehouse splendid show, not to mention the pump house steam engines, craft workshops, working locks and boat workshop.

The stars remain those canal boats, now over 50 of them. Gaily painted narrow boats with brightly burnished brass fittings are the heroines and

when dozens are in steam at Festoon or at rallies the Museum presents a wonderfully animated scene. But if the score of separate subjects which can profitably be studied here it is the full human story resounding with pit, character and warmth generated through hardship, which shines most brightly through. Here at this canal basin where Shropshire Union runs Ship Canal The Boat Museum flourishes, not least because it adjusts to a thriving modern container quay and because monsters - some 30 metres daily - of the deep ocean most gently by on the Ship Canal to the nearby refineries.

Gentle giants

Not unexpectedly, the major appeal of the Shire Horse Centre at Dunstone is the collection of horses, but there is also an astonishingly wide variety of associated undertakings here.

Dunstone? Leave Plymouth on the A379 road to the east (it leads through the outstanding beauty of the South Hams, to Kingsbridge and Dartmouth) and, about seven miles out, just past the village of Yealmpton, a turning to the right is signposted Dunstone and the National Shire Horse Centre. It merits a glowing recommendation. In 1986 the number of visitors was around a quarter of a million, with over 12,000 of them school children in organized parties. The figures are remarkable, but reflect the quality of the attractions.

Foremost, of course, are the horses. The Shire is the largest of the heavy horse breeds, and the Dunstone centre has up to 30 outstanding specimens on show at any one time. With an average height approaching six feet, and each weighing about a ton, they irresistibly evoke the epitome of gentle giant. For even the youngest children may put them (save the millions) with confident safety.

Indeed, close contact is encouraged, after the twice-daily parades of the horses, many in full working or decorative harness. Visitors can mingle with the animals in the large arena, or take a farmwalk and nature trail which offers opportunities to meet the animals at work.

The horses do perform some of the traditional farming tasks on the 60 acres of the estate. Hay is harvested and oats are grown; though both of them have to be bought in to satisfy the needs of creatures who each eat two

hales of hay and twenty pounds of oats every day.

Some of the farm implements are included in a cart and machine museum, housed in a large barn which is the venue for a regular film show about a year's work on the farm and where parades are possible in poor weather.

Weather naturally influences the programme of a visit, but there is much to see under cover. The development of a series of craft activities means that a qualified farrier-blacksmith, a potter, a saddler and harness-maker, glass engravers and a wheelwright all have their workshops. They practice their crafts in specially designed premises, and specimens of their work are on sale. But, equally vital to the Shire Horses Centre itself is the fact that the animals can be shod in the forge, and that the farm vehicles can be maintained by skilled specialists, and work can be undertaken for local farmers.

Ponds with an abundance of wild life, a pet area with many rare birds, lambs, pigs and the like, children's "assault course" and free slide, and a butterfly farm are other parts of the spectacle.

There is a school educational program offering information and sport sheets, a guided tour, provided for parties (there is also a restaurant). All this, and the facilities already described, comes from one inclusive fee. Normal 1987 rates are £2.75 for adults and £1.75 for children; but for parties and £1.75 for adults and £1.75 for children. Bookings by arrangement the fee is £1.75. Further details from the centre, Dunstone, near Plymouth PL2 2LX, 04242 7111.

Francis Kellaway

Trips and trains

What do you do with 50 ten-year-olds on a school journey when it rains on a "free" afternoon? Having frequently taken children away on organized trips, Michael Cooper, a Primary headmaster in Bournemouth, knows the problems well. With 17 years' experience to draw on, he was prompted to set up South Coast Explorers last summer. It aims to help schools make the most of the many places of interest in the area, especially as it has a good selection of reasonably-priced, conveniently-situated accommodation.

"Knowing what it is like to be away with children, we avoid free after-schools altogether. Even so, in case the weather is bad, we ensure that the accommodation is comfortable and has drying facilities. Also there needs to be a room available for work or games - and details like good food and TV should never be overlooked." Together with his wife, who is also a teacher, and a business partner, he has put together a selection of three to five-day visits based on environmental, historical, nautical or general themes. They include door-to-door coach travel, full-board and daily itineraries to a choice of places within about 50 miles of Bournemouth (including Stonehenge, Cheddar Gorge and the Mary Rose). He also makes a point of visiting the schools every day during their stay to sort out any problems.

Mr Cooper is particularly pleased that to school so far has opted for his standard package. Instead he has been allowed to adapt his suggestions to their needs. By leaving him to make all the arrangements, teachers only have to collect in the money. They get good value too - from £44 for three days - with none of the time or telephone costs that would be involved if they had to fix everything themselves.

School Rail, which was started two years ago to replace a similar service run by British Rail, has a similar approach. Its small team, (mostly ex-teachers) organize day trips by rail at special discount prices, including entrance arrangements and coach links. They also book accommodation when schools want to stay longer.

"It is not only quick and comfortable to travel by train between places with good rail links but for groups unable to fill a coach, it is also cheaper," points out its director Stuart Harding. While the Tower of London, York and Ironbridge remain the customers' strongest favourites, new destinations are constantly encouraged. Hadrian's Wall, Bristol, Edinburgh and a three-day literary tour to Dublin are among their latest suggestions.

There are several standard excursions too with themes like writers, famous people and science and industry, including the exhibition centre at Solihull and the Big Pit in South Wales. And they also specialize in theatre and concert visits. When visits to London are involved, they can often arrange for students to attend a workshop session beforehand.

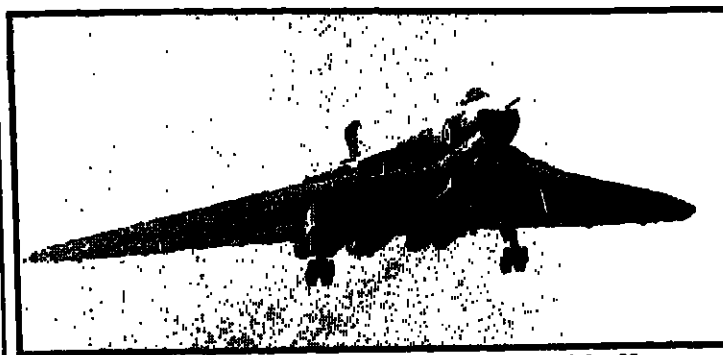
On March 5 School Rail are organizing a special day for secondary schools in the south-east, entitled "Barbaric Bonanza". There will be guided tours of the complex, including the dress collection from "Leningrad's Hermitage Museum" (on show there until April 26) and a choice of enjoying either "The Merry Wives of Windsor" or a Strauss concert afterwards.

In addition they frequently organize trips for particular schools by special request. Indeed they welcome teachers who want to be adventurous, though they say most do not! Their termly newsletters have useful features on places included in their itineraries and also list advance theatre dates. Fees are based on travel from nine zones (with a supplement on Fridays and weekends) and include insurance and a free place for a group of 10.

Brochures: South Coast Explorers, 12a Cowley Road, Bournemouth BH5 2AG; tel: 0202 433012. School Rail, PO Box 1130, Culver Road, St Albans, Herts AL4 7ED; tel: 0727 34475.

Gillian Thomas

EXTRA



The mighty Vulcan bomber grounded at The Midland Air Museum.

The Midland Air Museum

There are over 50 aviation museums and collections in the UK. Some of them, such as the RAF Museum at Hendon, are big and famous, others consist of just one or two aircraft which have been rescued from the scrapheap by dedicated amateurs. The Midland Air Museum started off 20 years ago in the latter category and is now well on its way to the former.

Situated on the edge of Coventry Airport at Baginton, the collection has about 25 aircraft on display in the open air. There is particular emphasis upon exhibits with Coventry connections, and some of the aircraft in the collection were built within sight of where they now stand.

Visiting school parties are met and shown round by guides, all of whom are enthusiasts with a Service or industry background. Some of the aircraft have steps so that children can see into the cockpits. Of particular interest is a Meteor - the only British jet fighter to see service in World War 2 - and there are also other interesting early jet aircraft such as the Vampire and the Javelin. Dominating the collection is a Vulcan bomber, the sheer size and presence of which makes an awe-inspiring experience for children walking underneath it. There are steps up to the cockpit, and children can climb up and sit in the crew seats. I found it quite sobering to realize that for some officers in the V Bomber era, a flying career meant facing rearwards in a tomb-like compartment with no view outside, looking at a bulkhead covered with dials and radar displays. The fact that, in the Vulcan, some crew members had ejector seats and some did not presented pilots with a potentially monstrous dilemma which still reverberates in the hearts of those involved. The terror of it pressed on me as I sat in the Vulcan. Older pupils and students could debate at endless length the moral issues involved.

The informality of the museum means that teachers have time to use

the visit as they wish, and children can spread out to sketch or take photographs and still be safely within sight and earshot and inside a perimeter fence. The workshop in which aircraft are restored can be visited by arrangement, and provides an opportunity to see details of design and structure - something which may be of curricular relevance to older pupils. There is a small museum shop, and worksheets and checklists are available to schools.

This year the museum hopes to move to a larger site but will remain within the airport's grounds. There is also a plan to erect a hangar to house what will be the Sir Frank Whittle Jet Heritage Centre. Whittle worked not far from Coventry, and it is the aim of the museum volunteers to put together a specialized collection which shows the history of jet-propelled flight.

The Museum is open to the public on Fridays and Sundays and Bank Holidays from Easter to November, though some additional open days are planned for this year, and school parties can visit by arrangement on a day. Charges for 1987 still have to be decided, but will probably be in the region of 50p per child, with some accompanying adults free and extra ones at about £1.

Contact the Midland Air Museum (School Visits), Coventry Airport, Baginton, Warwickshire CV8 3AZ.

Gerald Haigh

London & Area One



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Be guided

"Don't try to do too much in one day" warns Exploring Central London, a new guide book to the area's attractions and leisure facilities. Published by the London Visitor and Convention Bureau, it includes art galleries, historic buildings, markets, museums, parks and shopping centres.

The guide caters for every taste, including for example the Marx Memorial Library, the Museum of Methodism, the Royal Mews, the Telecom Technology Showcase, the Cricket Memorial Gallery and the Percival David Foundation of Chinese Art. Full details are given for each one, including the address, telephone number, opening days and times, and whether there is an admission charge (though not how much).

The authors say they hope the book will encourage visitors to explore some of the capital's "lesser-known gems". Certainly it is ideal for anyone looking for something different to do. It also gives an outline history of each of the eight boroughs involved, as well as looking ahead to new developments like the Docklands Light Railway from Tower Hill to the tip of the Isle of Dogs which is due to open later this year.

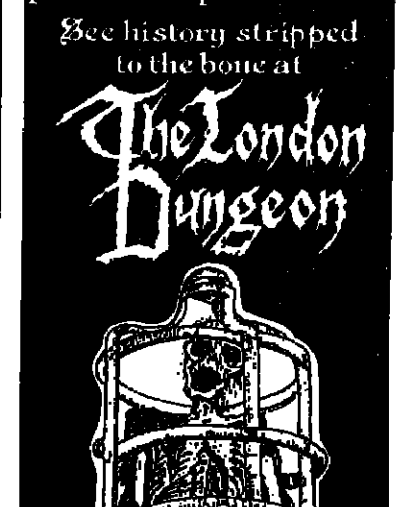
Exploring Central London is published by London Visitor & Convention Bureau; £1.95. ISBN 0 946937 04 X.

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EXTRA

Museums and the challenge of the GCSE

Dealing with new demands

MARY CRUICKSHANK



GCSE pupils from St Nicholas RC High School, Hartford, Cheshire, looking at First World War medical instruments at the National Army Museum, Chelsea.

Over the next two or three years, the introduction of the General Certificate of Secondary Education is expected to have a considerable effect on the ways in which school visits - whether to museums, historic houses, art galleries or sites of scientific interest - are incorporated into the curriculum. Museum education officers are already feeling the increased demand from secondary schools and welcome the opportunity to work with a section of the school population that has been previously neglected. Until now the majority of school visits - two-thirds of those to museums - have been by primary and lower secondary classes; fourth and fifth years generally being regarded as too preoccupied with exam courses. But it is the new exam syllabuses that now look likely to increase the chances of middle-school pupils to work with primary source material of all kinds outside the classroom. The national criteria are full of references to direct observation, experiential learning, practical skills and problem solving. But as Larry Sampson, assistant secretary of the London and East Anglian Group, points out: "It's one thing to write these requirements into a syllabus, quite another to provide the materials necessary for fulfilling them." He envisages a huge demand for resources in science subjects, particularly for those areas of the syllabuses that require pupils to find out about the social applications and implications of scientific principles, both today and from a historical perspective. Virtually all the history syllabuses are evidence-based and the LEAG's history officer, Sean Garrett, also anticipates museum and archive sources will come under considerable pressure from teachers. He says that a much more flexible and imaginative use of materials is called for so that pupils are introduced to as many different types of evidence as possible. As well as the concern among teachers about resourcing the new exam, the implications of more school visits for time-keeping and budgeting are also being discussed, particularly following the Ombudsman's ruling last year in favour of a Wilshire parent who claimed the council should pay for her daughter's residential field trip because it was a compulsory part of the A level geography syllabus. Among museum education officers there is widespread agreement that in some parts of the country an already overstretched profession will require more staffing and financing if an adequate service is to be maintained. Nevertheless there are signs that despite the problems and the time it must take to adjust to the new syllabuses, closer links are being established between museums and GCSE teachers. For many practitioners committed to resource-based discovery learning, the opportunities presented by the exam for new methods of learning and teaching are too valuable to be missed.

In Bradford a working party of curators, education officers, teachers and I.E.A. coordinators has been meeting for over a year to develop strategies for dealing with the new demands. Each school in the authority has received a handbook of local resources - 250 pages of details of people, places and objects that can be used by schools; and every upper school head of department has been sent an information paper outlining details of the collections and their potential for GCSE teaching. The division includes two 17th-century manor houses with displays of decorative arts and items of social history; a countryside centre for natural history, geology and ecology studies with facilities for field and laboratory work; the city's art gallery, Cartwright Hall; an environmental centre; a community arts centre; industrial museums; a local history museum at Ilkley; the National Photographic Museum and an extensive loan service. Their combined forces could support GCSE work right across the curriculum from science and technology to local history and media studies. The five education officers, two gallery teachers and two secondary teachers are based at the individual sites, but are prepared to work flexibly between the buildings to meet teachers' requirements and to bring in other specialists when necessary. They are visiting schools to give 15-minute presentations to upper-school staff about the service and preparing guidelines in specific subject areas in consultation with advisers and teachers. Meetings have also been held in the various museums between GCSE teacher coordinators, curatorial staff and education officers. According to Ian Paterson, the adviser on educational and cultural resources for Bradford, who has coordinated this programme, museums offer an invaluable, but as yet under-used educational resource for secondary school teachers. A first-hand experience of "the real thing" can make a unique contribution to an adolescent's understanding of a subject and can lead to a life-long interest in it, he says. However, while welcoming the opportunities GCSE presents for more pupil-oriented learning of this kind, Ian Paterson emphasizes the need for careful preparation, for selecting the right material and for knowing how to interpret it. It is a special kind of expertise that Eileen Hooper-Greenhill, a lecturer in museum studies at Leicester University, describes as "knowing what questions to ask about an object and the

sum of social relationships it encapsulates." It involves "teaching specific skills such as observation, recording, questioning and comparison and enabling learners to move from concrete experiences to abstract concepts", she writes in the *Museum Bulletin*. At the moment very few colleges of education are looking at these areas, she says, and more joint courses between the inspectors, museums and teachers are urgently needed. Many museums are already running teachers' courses specifically related to the GCSE. In Leicester, for example, there will be a series of workshops, the first of which will explore how the collections of textiles and craft material could be used by schools undertaking the Midlands Examining Group art and design syllabus. Following a seminar on museums and GCSE at the National Portrait Gallery last September, organized by the Area Museums Service for South East England, a number of subject groups were set up by museum education officers to develop and coordinate work in different curriculum areas. The history group, for example, has undertaken a detailed analysis of the various boards' syllabuses with a view to identifying what resources are relevant and where they can be found. Details of contacts are given below. As Bradford's experience has shown, close cooperation between teachers, museum officers and advisers is crucial to establishing an effective service: a point underlined by last month's HMI report on museum visits by schools in the north-west. While concluding that pupils of all abilities could be inspired by museums and galleries in ways not possible within the schools themselves, it also emphasized the need for closer consultation between schools and museum staff. The introduction of GCSE, this need looks likely to become all the more pressing.

Museums and GCSE Subject Coordinators
● Archaeology: Verulamium Museum, St Albans
Art: Michael Castron, Gallery, London WC2
● Classical Studies: John Reeve, British Museum, London WC1
● Craft Design and Technology: David Sorrell, Derbyshire Museum Services
● Ethnography: Ken Tague, Horniman Museum, London SE23
● Geology: Andrew Matheson, City of Bristol Museum and Art Gallery
● History: John Panslodge, National Army Museum, London SW3
● Local History: Paul Ross, National Museums and Galleries of Man, Liverpool
● Maritime Studies: April Wilson, National Maritime Museum, London SE10
● Media Studies: Adrian Budge, National Museum of Photography, Film and Television, Bradford
● Motor Vehicle Studies: Andy Law, National Motor Museum, Beaulieu
● Natural History: Elizabeth Goodwin, Horniman Museum, London SE23
● Performing Arts: Anthony Omer, Bury St Edmunds Museums
● Science: John Freeborn, London Transport Museum, London WC2

(address: Chard, Somerset TA20 4DD, Tel. Winton 755) is no fiction. It offers a blend of history and natural history, up-to-date, realistic, and cultural practice, of woodland and gardens, all providing a day out that demonstrates the fun of learning. Francis Kellaway

London and Area One

THE BLUEBELL RAILWAY

operates Steam Trains between Sheffield Park and Horsham in Sussex. For train times and opening days send for timetable brochure and educational questionnaire to: Bluebell Railway, Sheffield Park Station, Nr. Uckfield, East Sussex. Tel: 0434 810000. (1092)

Theatre

The barred of Avon

HILARY MORIARTY

My fifth form and I have recently "done" Stratford. I can't speak for them, but I shall think long and hard before I do it again.

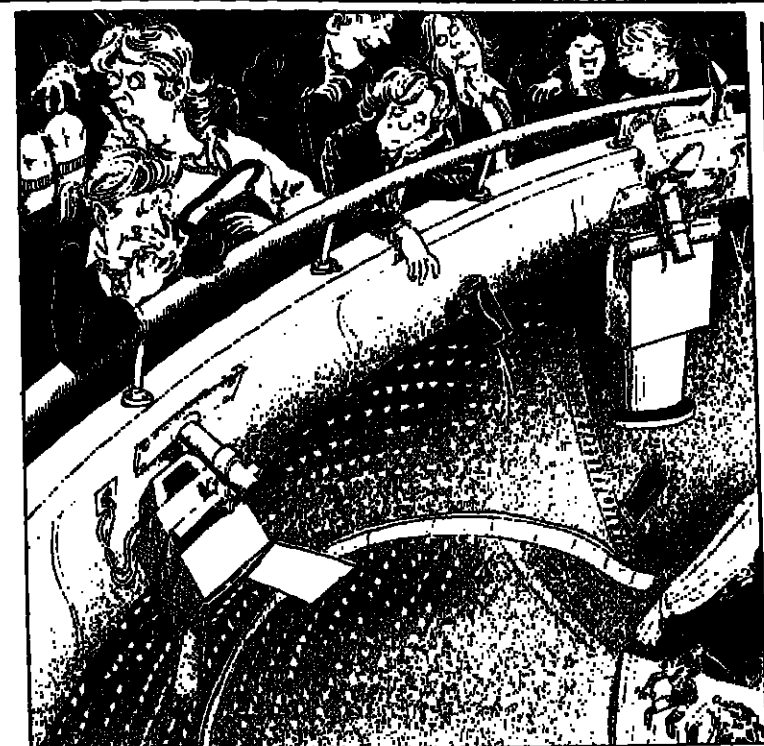
In the way of these things, it was only after the trip that I came across the review in the *Listener* which named play-goers that the Royal Shakespeare Company deserved a visit from the Truism Standards Officer for the production of "Macbeth" they took their seats, and bosom pals by the time the performance was over. And the girls assured me that it was the boys who brought in the Coke cans they all shared during the third act, and it was nothing to do with them. Miss, with a big grin from ear to ear, and when can we go to Stratford again, please?

Between the drama in the loo and the generally enquiring audience around me in the auditorium, it was difficult to watch the play. I tried going "Shush!" to the rustling ranks, and discovered I made more noise than they did. The RSC perform this particular "Macbeth" without an interval, so there was no opportunity to grab a few carefully chosen members of the audience and evict them, or move them, or intimidate or blackmail them into reasonable behaviour.

That's when it occurred to me that even if I was responsible both for them and for their being there, it really wasn't my fault if they were a restless audience. I got them into the theatre: surely after that they are the responsibility of the actors? If you can't reach out from the stage, and grab an audience by the throat, with a play like "Macbeth" and the lines it offers you, then you're wasting your time on stage.

Well maybe. Because I then realized that it's extremely difficult to reach out from the stage and grab anyone by the throat if they're actually perched near the ceiling. And we were. The action on stage was a very long way away. Moreover, the aisles at that level are steep, and there are occasional barriers, presumably to stop you falling headlong into the stalls. From my seat, everything on stage, was nearly intersected by a barrier some six or seven feet below me. It was faintly surreal - like watching a performance from inside a prison.

But that was an occasional hazard. The distance was a problem for everyone in the upper reaches of the theatre. A young audience is likely to be more used to TV screen entertainment than to anything else; they need intimacy and immediacy. I took some of these same fifth formers to the theatre at Greenwich, and they were spell-bound. There the actors could have grabbed them by the throat almost literally. It made a world of a difference. So perhaps it wasn't the actors' fault. Then again, it's annoying to hear an actor blather dismissively through lines you have drummed into a class as important; it's annoying to see an interpretation of the final act which seems to reduce the tragic stature of Macbeth himself; it's frankly funny to see Lady Macbeth plunge down an enormous staircase at a goose-step before commencing a goose-step across the stage, arms held rigid in front of her to signify sleep-walking. Really, I do believe that to see any production, waste and all, is better than to see no production. But next time I will look for smaller theatres, smaller companies, less pretension. Perhaps even a smaller party - worrying for 90 nearly killed me. And it will be a long time before I risk Stratford again.



Handbook

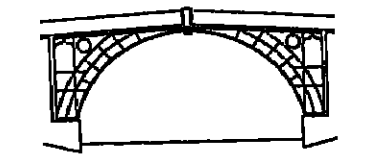
The Heritage Education Handbook. £3.95. From the Heritage Education Trust, St Mary's College, Strawberry Hill, Twickenham TW1 4SX.

The decade following European Architectural Heritage Year in 1975 has seen a flourishing of initiatives in the field of heritage education and a continuing debate about the most effective ways in which historic buildings, their contents and surroundings can be presented to school groups. As Lord Briggs writes in the *Heritage Education Handbook*, the goal was to point out "the importance of learning to look; having learned to look, learning to understand; of caring; and of learning how to act." The ways in which these principles have been put into action are described in the first half of the Handbook. In contributions which should prove of equal interest to teachers, advisers and education officers as to the owners of historic houses and collections. The practicalities of setting up a service from an education officer's point of view and of conducting a visit from a teacher's point of view are both discussed as are an owner's approach to audio-visual methods of heritage interpretation.

The second half of the book serves as a guide to the Sandford Award winning properties. There are now 28 of these, which have fulfilled the criteria of good liaison, imaginative approaches, educational materials and facilities, attention to preparation, good management and follow-up and an ability to kindle a lasting interest. Each entry provides a fact sheet, information, location, amenities, opening hours, contacts and an assessment of the educational potential. Together with the directory of heritage organizations they should act as a useful reference for schools undertaking school visits. M C

Area Two

VISIT THE WORLD'S ONLY



INDUSTRIAL REVOLUTION "WORLD HERITAGE SITE"

THE IRONBRIDGE GORGE MUSEUM tells the story of this remarkable valley that was for so long the most important industrial centre in the world, and is now designated as one of our first "World Heritage Sites." For the educational party the Museum has facilities which bring vividly to life the INDUSTRIAL REVOLUTION and the people who made it possible.

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COALPORT CHINA MUSEUM In the original premises of the Coalport Company. It has magnificent displays of china plus exhibitions and demonstrations of pottery manufacture.

COALBROOKDALE MUSEUM OF IRON Next to the furnace where iron was first smelted using coke as a fuel. This museum tells the story of iron from the beginning of the Iron Age to the present day and the people who made it.

The museum's education service provides help in organizing a visit through booklets, site guides, teachers packs and a teacher's handbook. The Ironbridge Youth Hostel offers high grade accommodation with field study facilities. For further information telephone Ironbridge (095246) 3522 or write to Ironbridge Gorge Museum, Ironbridge, Telford, Shropshire TF8 7AW.

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Drayton Manor Park & Zoo. Write for a leaflet or telephone: DRAYTON MANOR PARK & ZOO, 11c, Tamworth, Staffordshire B76 5TW. Telephone: (0827) 287978.

THE WILDFOWL TRUST WELCOMES SCHOOLS

There's a welcome for School Parties at The Wildfowl Trust. Already over 100,000 schoolchildren visit our centres each year and receive illustrated talks and guided walks.

The emphasis is on activity and discovery supported by topic sheets, trail guides, teacher's packs and suggested follow up projects. There are major centres at Slimbridge (near Gloucester), Peakirk (near Peterborough), Martin Mere (near Southport), Washington (near Sunderland) and Arundel (Sussex). Wild refuges are at Caerlaverock (Dumfries) and at Welney (near Ely).

For full details and planning assistance contact the Education Officer at the appropriate centre or the Trust Offices at Slimbridge.

THE WILDFOWL TRUST

Slimbridge, Gloucestershire GL2 7BT. Telephone: (045 389) 333.

EXTRA

A pheasant flew out of the woods and over a sea of corn, clattering and clucking like a mechanical toy. Within the woodland there were glimpses of herb paris and oxlip, a fragrance of earth, rain and wild garlic. In the moist earth of these high Suffolk woods, where the source of the River Lark is hidden, we discovered footprints of fallow deer.

Outside we walked past acres of cereal crops growing just so: neat, controlled and healthy. We were following a Farm Trail at Whepstead near Bury St Edmunds, one of the many Farm Trails scattered all over the country, a project planned to show the visiting public - and especially school children - how modern farming practice with all its high tech, can go side by side with wildlife conservation.

In 1985 Bayer UK Ltd Agrochemical Division, who have a declared policy of concern for a cleaner environment, joined with the Farming and Wildlife Advisory Groups (FWAG) to launch a Farm Trails Competition.

FWAG is an independent voluntary organization set up with the aim of improving the balance between efficient farming and wildlife conservation. Members are mainly farmers, plus experts from organizations like the Countryside Commission, Agricultural Development and Advisory Service, the National Farmers' Union etc, and activities organized by FWAG range from competitions and farm walks to conferences, open days and discussion sessions.

The Farm Trails competition was designed to encourage farmers to create and open more farm and woodland trails in each of the country's six major regions. The winners were the farms which blended modern farming and conservation most satisfactorily. They were judged by FWAG from a total of 85 entries and came from St Andrew's, Fife; Lancaster, Durham; Doigellau, Wymond; Stanton St John, Oxford-



A party of visitors tour Eastern Farm Park - Eastern Region winner of the Bayer/FWAG Farm Trails Competition.

Farm trails

CAROL SPERO

shire; Woodbridge, Suffolk and Lancing, Sussex. These, together with 38 more entered in the competition are listed with all their features in a special Farm Trails brochure so that school parties can arrange projects, then approach the farm of their choice to find out convenient dates and times to visit.

Trails differ widely in character and concept, and all encourage groups of school children. Some Trails are open all year round, others for only two to four weeks in the year. Some have such sophisticated as pets' corners, milk-

ing exhibitions, quizzes and "wet-weather-rooms". Another may be an unescorted Trail where visitors can walk at will, guided only by information leaflets.

The walks are seldom more than two miles long or 1½ hours in duration. Many are free, but when there is a charge, and this is very moderate, it is usually for some specialist guiding or facility.

At the small soft-fruit holding at Mortimer Hill Farm, Reading, youngsters can combine a woodland walk around the boundaries of the farm with a visit to an area with tame goats, ducks and geese, an adventure playground and a farm shop. Combo Farm at Kingsbarns, St Andrews, Fife (the Scottish Region winner) takes its Trail visitors through a wooded glen, around barley, wheat and potato fields and down to the seashore. Imaginative extras here incorporate a trip with a BMX Fun Track to picnic spots, an indoor play-area, an education centre and a working beehive.

From two to four weeks of the year the Trail at Sheepbank Farm, Littleborough, Lancs, is open exclusively for parties of school children to come and learn about farming and "have a go" on the land. It's craft-oriented too, so they can also become involved in spinning, pottery and pyrography (the art of burning letters into wood).

Folly Farm, set in a cleft of the Cotswolds near Bourton-on-the-Water, offers a chance to view over 140 breeds of rare domestic ducks, geese and wildfowl including endangered species, while Eppingbury Fruit Farm in Essex links its popular and mouth-watering "Fruit Trail" with specific wildlife habitats: a lake, a stream, old ditchworks.

The Stonecross Farm Trail at Whepstead is a quiet walk through undisturbed woodland earliest recorded in 1225 and ancient evergreen trees. Here tractors and trailers convey groups to the woods where they can birdwatch, picnic or walk among silver birches and the hazel coppices which for centuries have provided means for hurdle-making and thatching.

FWAG has produced jointly with Bayer an attractively illustrated "Farmers' Guide to Establishing a Farm Trail". It gives help to those thinking about setting up a Trail and to other farmers who would like to improve their existing Trails. Whether or not Trails are run as profit-making concerns, and in general this is not the case, consideration of grants and assistance are often available. The booklet explains how and it also suggests ways of highlighting features which could be of special interest to the visitor: indigenous flora and fauna; historic buildings or specially beautiful vistas.

Farm Trails are an important and practical way of demonstrating to the public - especially youngsters - that there are many farmers who care very much indeed about the various aspects of wildlife conservation, while needing to work with the most efficient modern methods of crop production.

"Enjoy Your Countryside - Walk a Farm Trail" and "Establishing a Farm Trail - a farmer's guide" are both obtainable free, from: Nicola Orme, Queen's Bell Organisation Ltd, QBO House, 18, Tower Street, London WC4N 3NN (Tel: 01 240 5781).

Farm guests

More things happen on farms today than farming. Diversification is the word. For many years paying guests have been welcomed as an additional source of income. Typical of an extension of this practice is the enterprise of Little Knowle Farm in North Devon.

There, groups of children (up to a maximum at one time of 24, with two teachers) use the 140 acre farm as a base for an educational holiday. Schools come from all over the country, many for year after year. There are noteworthy places in the area to visit, but the core of the stay is learning about farm life and usefully participating in all the activities.

The farm provides work sheets involving animal study, the processes of milk and livestock production, including marketing, and types of machinery. (Incidentally, answer sheets are also supplied to the teachers!)

Riding on horses or in carts, helping to milk the 90 dairy cows or to feed calves and young pigs, and generally taking part in the seasonal programme, can be an eye-opener to children reared on town streets and television.

The cost for a visit, covering bed, breakfast and evening meal, is surprisingly modest. Mr and Mrs Hayes, Little Knowle Farm, Pyworthy, Holesworthy, EX22 6JY will send current details, and news of vacant dates.

FWK

Tours of the National Stud in Newmarket can be added to a visit to the National Horseracing Museum. They include the gallops and training grounds where thoroughbred horses are exercised, complementing the historic aspects of the 350 year old sport displayed in the Museum itself.

Quiz sheets are provided for school parties. Children 70p (Museum alone), tours from £3.15, 99 High Street, Newmarket, Suffolk CB8 8JL; tel: 0638 667333.

London's country

Londoners have many more opportunities to enjoy the countryside close at hand than they may realize. A wide selection of possibilities are featured in six new booklets: *City Farms*, *Open Farms*, *Rural Produce*, *Vineyards*, *Museums*, *Published by the London Countryside Bureau* and printed appropriately on recycled paper. They are designed to encourage Londoners to go out and enjoy, however briefly, a complete change from town life.

The *Open Farms* booklet lists 20 farms which welcome visitors, not only to look round and enjoy themselves but also to learn about the working life there. *Farm Produce* lists those farms which have shops or pick-your-own opportunities. Each entry includes details of the facilities, address, opening times, price and directions for finding it.

The 14 in *City Farms* are mainly for and by local people but the welcome visitors. Their locations include such unlikely places as Islington, Dalston, Kentish Town, Rotherhithe, Stepney and Vauxhall. One of the most interesting is a one-and-a-half acre farm at Hackney which is housed in and around a two-storey Victorian brewery with a cobbled yard. Designed particularly for children, the elderly and handicapped, it has goats, sheep, pigs, chickens, ducks, rabbits, guinea pigs and bees, as well as resident potter, and spinning and weaving workshops.

The *Vineyards* booklet suggests tours, talks and of course tastings, while *Rural Life Museums* ranges from the large one at Reading to well collections of objects and tools preserved in the buildings where they were once used.

Available from London Countryside Bureau, 23 Carcross Street, London W1 ODP; Tel: 01-741 3404. £2.50 including postage.

Chiltern's museum

The Chiltern Open Air Museum occupies a 45 acre site at Newland Park, Chalfont St Giles, Buckinghamshire. The varied landscape of woodland and parkland provides an interesting setting for the exhibit buildings as well as being a valuable source of nature study and the Museum is easily accessible from junction 17 of the M25.

One of the principal aims of the Museum is to provide an educational service and a growing number of schools have made visits there. The exhibit buildings, which are from the Chilterns area, have all been rescued from demolition and carefully re-erected using the original materials as far as possible. All the dismantling work and most of the reconstruction are carried out by volunteers. Most of the buildings are examples of vernacular architecture, the oldest being a thatched cruck-framed barn dating from the late 16th century. This will eventually form one of a group of 16th century buildings screened from the 19th century buildings, which form the bulk of the collection, by a belt of mature trees.

An early 19th-century farmstead occupies a dominant position in the centre of the Museum site. From here a track winds down to pass a toll house and on towards a small, late 19th-century furniture factory (in process of reconstruction), two more exhibit buildings, the shop and the refreshment area.

On the other side of the farmstead the track leads to the village area. One of the buildings here has been completed, a small baker's granary and a blacksmith's forge, but others have already been acquired and will be re-erected as time and money permit. There is also an archaeological reconstruction of an Iron Age house and a Victorian sports pavilion which will shortly be equipped as an education centre.

Teachers' notes are currently available and other educational material is being prepared and will be ready by Easter. Guides, most of whom are trained teachers, help to make the visit a success.



Visitors to the Chiltern's Open Air Museum, Chalfont St Giles, Bucks. The building is a 16th-century cruck-framed barn.

EXTRA

Biggar Gas Works Museum

HUGH DOUGHERTY

You'll find Biggar Gas Works Museum at the end of Gas Works Road and discreetly hidden from view by its Victorian buildings, who first lit up the Lanarkshire town, with not-so-high-speed gas in 1839. If you're looking for a museum which combines social history, technology and chemistry in action, then this is just the place for a school or college visit.

The museum first opened its doors in 1982; as an out-station of the Royal Scottish Museum, Biggar has been developed to bring alive the age of the gas light, and that elusive but memorable smell of real coal gas - the sort that anyone over 25 will associate with the kitchen, and, if you're just a little older, with the days when some streets and most railway stations reeked of the stuff leaking from flickering mantles.

Biggar was operational from its opening right up until North Sea gas extinguished the fires in its retorts in 1973, although it wasn't the last in Scotland to go: the works at Millport and Newton Stewart surviving it by two years.

The museum is open to the public on certain days only, but there is a special schools week in May when the staff really turn up the pressure to make sure that the world of gas and iron really lives for their young visitors.

Clearly printed do-it-yourself guide cards are provided and exhibits are clearly labelled. There's also a vivid explanation of how coal gas was made, illustrated by the various pieces of equipment kept in working order.

Entry into the yard of the works takes you back into the atmosphere of a small town gas works, once common right across Britain. There are small gasometers and miles of pipes, small mounds of coal waiting to be shovelled by brute strength into the waiting retorts and a small live steam engine chugging away to create a vacuum in the pipes. Pupils enjoy following the trail right through the condensers, with their arrays of black iron pipes to the scrubber room, where the simulated smell of ammonia catches the back of the throat.

Children can look at the everyday working environment of the gas workers, of whom there were once some 25, and wonder at the passing of an era. But the museum doesn't let them get carried away with the idea that it was all somehow rather glamorous, with the polished metal, the dim gas light and the clank of cranks. A video on show to groups in the lecture room leaves you in no doubt that work in the gas works was real work at its most demanding.

Filed in Newton Stewart works in its dying days, the video shows exactly what it was like to shovel tons of coking coal into the retort furnaces. It shows men sweating with the effort and it puts over a sound track of the scrape of shovels on floors and the clang of furnace doors. The lecture room also has a small display that will appeal to the home economics teacher as well as the historian. There, beside the lamps

and mantles, is an original gas fridge of the Thirties and the very latest in Victorian cooking apparatus.

It's all a far cry from the ergonomic kitchens of today, but the cast iron cooker of 1870, and the slightly more advanced version of 1900, with its Richmond's Patent oven and grill, are object lessons in technology, engineering science and kitchen craft all rolled into one. Add to these a spark ignition and control system for gas lights in the homes of the Victorians, and the experience is complete.

Looking down on all this in the lecture room is a bust of William Murdoch who was born in Old Cumnock in 1754. It was Murdoch who pioneered the production of coal gas in 1792 at Redruth in Cornwall and made his fortune by spreading light in the world after London endorsed his experiment by taking up gas lighting in 1805.

The jumping-off points for lessons and projects on a vast variety of topics is endless and schools who do visit leave replete with ideas and enthusiasm. The Museum brings the story of gas right up to the present too as British Gas still use part of the site as a relay pumping station on one of its North Sea pipelines, which now supplies Biggar and beyond.

Beside the gas works sits a small pipe and valve. Silent and dwarfed by the gasometers that tower over it, this is the modern version of Biggar Gas Works, supplying heat at a rate that the men of the works could never have equalled.



An actor dressed in 1900 costume tells school visitors about his life and work in Wigan Pier's heritage museum "The Way We Were". Background waters are lay figures.

Wigan Pier

HAROLD DENNIS-JONES

Opened in March 1985, Wigan Pier leaped to immediate tourism fame. Yet it was aimed at Wiganers, that local people, especially children, could both enjoy and learn from, and where they could also learn to learn.

"Coal, cotton, and the canal took Wigan into the industrial age," Eric Steel, Wigan Metropolitan Borough Education Department General Adviser pointed out. "All three are combined here. The old railway sidings have gone. But we've reconstructed the pier itself. It's where railway wagons used to tip coal from local mines into canal boats for worldwide export from Liverpool."

"The enormous Trencherfield Mill, still partly occupied by Courtauld's, stands in the background. In its huge cogwheel house the biggest-ever mill steam engine is in steam every day. And original cotton-spinning machinery on view past door."

"Opposite the pier a fine warehouse has been converted into the heritage museum 'The Way We Were'. It provides an extraordinarily lively impression of Wigan life around 1900.

"Live actors in period dress, speaking the local dialect and behaving in very typical of the period, make the visit even more vivid. But even all that's only the base for Wigan Pier's fascinating School Section."

"I discovered for myself the super-structure built onto this striking foundation. It starts modestly with a sizable lecture room and two smaller seminar rooms. There is also first-rate printed material (still being added to), a carefully selected archive collection, and two historic two-story houses and two for half and full-day expeditions."

"Education Officer-based Marilyn Preece, teacher and boat-dweller, manages boats and bookings. 'We supply boat staff, tutor and material, and also give the teachers essential preliminary training,' she told me. 'The boats aren't just floating class-rooms. We want the children finding out for themselves about things like navigation, weather, and buildings, and the canal. We supply several material - even to micro-

scopes. The youngsters do the rest." Three resident teacher-tutors - Marilyn Summer, John Walton, and Jim Holian - handle up to 400 young visitors a day in summer. Pre-booked groups, whether destined for summer boat trips or all-year foot exploration, are provided with individually-planned outline programmes.

Worksheets that can be cut up for individual schemes are available. They are intended for younger children on foot, but material can be adapted for all ages up to university level, and especially for GCSE Local Studies.

"We get some surprising responses," Marilyn Summer added. "When a drawing class of 26 12- and 13-year-olds came last spring we suggested they avoid picture-postcard views and look for little bits and pieces."

Out of the pages of history books over 60 kings and queens, ancestors and famous personalities, are brought to life by skilful presentation, to make learning a pleasure. Authentically produced backdrops and artefacts, superb costumes, sound and lighting effects, and brilliant display techniques make the award-winning Friargate Museum a must for your next school visit to Wigan. And there's much, much more for you and the children to enjoy.

Free information pack

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EXTRA

Sea Life Centre

The first Sea Life Centre opened in 1979 on the edge of Loch Crevan near Oban in Scotland. It was the inspiration of David Mace, a vet and later a fish farmer. Since his death his two sons, both marine biologists, have developed the business and following the success of Oban, two more centres have opened: one in Weymouth, Dorset and the other last year in Portsmouth.

The Weymouth centre is a stone's throw from the beach (sea-water for the tanks is constantly pumped in) and part of the Lodmore Country Park - a new leisure development offering a variety of other features including a butterfly farm, model village, miniature railway and huge car park.

The four main tanks are in separate buildings, each with its own theme. One contains shoreline species (catfish and octopus, conger eels, spider crabs, sea scorpions and lobster) - all found within a few yards of the local coast. The "Islands Sands" building has a large, shallow tank, which effectively shows off the mottled markings of flat-fish and rays.

The larger "Cliff Walk" enclosure with its rather unrealistic representation of Durdle Door and strong sea smell, contains whole shoals of fish, including mackerel and herrings. Another building, the "Ocean Tunnel" aims to give the visitor an impression of walking on the sea bed.

The "Living touch pools" contain a variety of anemones, winkles, crabs and small rock-pool fish like the shanny. Their murky waters seemed a poor substitute for the real thing. Some useful reference material on marine research, conservation and naval history, much of it based on *The Times Atlas of the Ocean*, is displayed in another building, together with an audio-visual programme about different facets of man's involvement with

the sea.

One of the most interesting buildings is the Marine Observation Unit, where newly arrived species spend from three weeks to six months in quarantine before joining the main tanks, and where individual species are removed for breeding. Here it's possible to see the life-cycle of the cuttlefish, gnat-like baby lobsters, dogfish, mermaids purses and long strands of squid spawn.

One of the best times for schools to visit is between April and May or at the beginning of the autumn term. At the height of the holiday season the rather restricted area around the tanks can become overcrowded and long periods of observation are difficult. The marine biologists at the centre are happy to answer questions and to talk to groups either before or during a visit.

One of the advantages of the site is that it is enclosed and safe and particularly suitable for the upper infants and juniors who are its most frequent school visitors. There is plenty of play space between the displays, a covered area for picnics, swings and climbing frames and a popular open-air splash pool.

A free preliminary visit is offered to teachers and Sheila Milton, the education officer, strongly recommends them to use it - not least because the displays in the tanks are constantly changing.

The Weymouth centre opens on March 15 (the one at Portsmouth is already open). School admission is £1 per pupil. One teacher is admitted free with every 10 children and extra teachers are charged £1.

Details from the Education Officer, Sea Life Centre, Lodmore Country Park, Weymouth, Dorset DT4 7SX.

Mary Cruickshank

General

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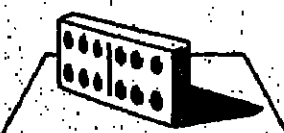
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Black Country Museum

GILLIAN THOMAS

The ticket collector's machine made a nostalgic "ping" when he clipped our tickets. Then, telling us to hold tight, he rang the bell. The tram moved away from the stop and rattled downhill to the village.

I was reliving the kind of journey my grandfather made every day to work. I doubt if the drab, industrial surroundings he knew so well would ever have struck him as the stuff museums are made of, yet we were travelling through the 26 acre open-air Black Country Museum. As a record of the Midlands' history, it is as relevant as Roman remains, for it demonstrates how people lived and worked there and shows why the area became the heart of industrial Britain at the end of the 18th-century.

Passing the reconstructed Race-course Colliery, looking exactly like a real pit, we were reminded that the area's livelihood derived from the coal which enabled its industries to flourish. The mines relied on steam engines to pump them dry and the Museum has an impressive replica of the Newcomen Engine (with a huge rocking beam) which was installed at Lord Dudley's colliery nearby.

The tram ride terminated at the Black Country Village just across 100-year-old, cast-iron Canal Street Bridge which was rescued from Wolverhampton 10 years ago. A group of old cottages and shops have been moved there and reconstructed to create a typical community. A delicious smell of hot bread wafted from the small whitewashed bakery where traditional bread pudding was being made in two coal-fired ovens under the



Old cottages and shops have been reconstructed on the museum site to create a typical community atmosphere.

watchful eye of a master baker. Round the corner a blacksmith was forging chains from glowing red metal; it was hard, hot work. Children can buy short lengths of the chain as a souvenir, all helping to encourage their interest in the crafts and working conditions of the past.

Sticky fly-papers hang from the ceiling of Gregory's Store which once sold everything - butter, paraffin, Woodbine cigarettes (five for two pence), white cotton corsets and liberty bodices. The costumed shop assistant does not sell anything now but she is very pleased to chat about the stock, especially to children who invariably marvel at the packaging and the prices. Next door in a fully-equipped chemist's shop, brought from nearby Netherton, you can browse through old prescription books and see old-fashioned pills being made.

More shops and a row of small cottages, a Methodist Chapel (also originally in Netherton) and a 200-year-old pub moved brick by brick from Brierley Hill, complete the picture of village life between approximately 1780 and 1915. More attractions, including an ironworks, are being planned by the director, Ian Waldon, as the right buildings - and cash - become available.

Since local industry depended heavily on canal transport, it is appropriate that the Museum has its own boat dock

where visitors can see narrowboats being restored. They can also take an exciting subterranean trip on a two-mile long Dudley Tunnel, built under the town in the 1780s to link the Black Country with England's growing canal network.

Until 12 years ago, boats had to be "legged" along the low brick road: there is no tow-path and diesel engines create too many fumes. Ours, built in 1974, was battery-powered, the first of its kind. There were loud shrieks when the boatman switched off the engine to tell us, in the dripping darkness, that the tunnel was haunted.

Three years ago a new tunnel was built nearby, leading into Lord Dudley's old limestone mine workings. Boats can now go into them as far as the huge Singing Cavern where the story of the mine is told with imaginative lighting, models and sounds.

Schools spending a day at the Museum tend to spend lunchtime in the fairground enjoying its collection of traditional rides like swingboats and a cakewalk (20p a pop). Black Country Museum, Tipton Road, Dudley, West Midlands DY1 4SQ. Tel: 0202 8054. Open from 10am every day. £1.50 per child, canal trips 50p. Parties should book, allowing a whole day for the visit. Free tours on general and industrial history are available and activity guide. There is also a well-stocked shop.

Visit notes

Citylights of London whose aim is to bring the past vividly to life, offer college and school groups expertly guided walks built around themes such as "Life in Medieval London", "Pepys: The Plague and the Great Fire", "Shakespeare's London" and many more. The walks usually last about two hours, shorter for younger children who get a free worksheet. Guided group visits to museums and stately homes can also be arranged. Full day events with a morning of talks before an afternoon walk and coach trips with guided tours further afield to places such as Stonehenge and Avebury, are another service. For details, a suggested itinerary and cost contact Citylights of London, Group Bookings, 44c Elizabeth Avenue, London: N1 3BJ (01 359 2715).

From Easter onwards the Domesday 900 Exhibition, previously on display at the Public Record Office in London, can be seen at White Rock Pavilion, Hastings. Castlegate Exhibitions in conjunction with Hastings Borough Council have further enhanced the display with special lighting and natural sound effects. There will be special facilities for schools including a lecture area, a 20 minute video and the BBC video disc. An information pack is also available. For further information contact Roger Bennett on 0424 42422.

General



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EXTRA



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Wightwick Manor

MARY CRUICKSHANK

The visitor's first impression of Wightwick Manor, a late Victorian house on the outskirts of Wolverhampton, is the striking contrast between the drab greyness of the surrounding landscape and the glorious colour of its interiors.

When Theodore Mander, a successful Wolverhampton painter, manufacturer and architect, bought the estate in 1887, he built a fine half-timbered and brick house as a door to the 17th-century building, which still stands, and gave the firm of Morris and Co one of its most important commissions.

The walls are adorned with the leafy trolleys and interweaving boughs, full of flowers and exotic birds, of some of William Morris's most beautiful wall-coverings. All aspects of his work - wallpaper, fabrics, carpets and embroidery - are displayed at Wightwick alongside the Jacobean furniture, Chinese porcelain and Persian carpets.

The work of other members of the Pre-Raphaelite movement is also represented, particularly in the paintings and drawings by Dante Gabriel Rossetti, Holman Hunt, Burne Jones and Millais, collected by the Mander family, who gave the house to the National Trust in 1937. Lady Mander, a leading authority on Rossetti, still lives at

Wightwick, making the house very much a home. There are no barriers or cordoned passages to distance the visitor or create the impression of a sterile showcase.

It is the special "living" atmosphere of Wightwick, as well as its links with the past and its outstanding collections, that visitors find most appealing, according to Monty Smith, the curator. The house's potential for school parties was first realized five years ago when a local teacher brought a group of eight and nine year olds who were studying pattern and design. He was so impressed by the receptiveness of the children and their enthusiastic response to the bold, flowing designs, that ways of presenting other aspects of the house's history and collections were developed.

With the help of National Trust volunteers, the servants' quarters in the tower were restored and furnished and filled with items of domestic and social history together with period costumes and a multitude of other artefacts evocative of the late 19th century. A middle-class parlour was reconstructed and furnished to illustrate some of the machine-made products of the age against which Morris reacted. The over-bearing clutter of



mass-produced bric-a-brac contrasts effectively with the craftsmanship of the rest of the house. The rooms are a treasure-trove for children, who can closely examine the objects and open drawers and cupboards for more discoveries.

The second great asset for school parties is the opening of the Malt-house, one of the original 17th-century buildings, as a school base. In fact it was first converted to a private school in the 1880s for members of the Mander family and the original fire place and some of the desks and furnishings are still there. Lively and colourful examples of children's art work around the walls convey the strong impression the house and its grounds have had on them and their

fascination in learning about the lives of the Mander household.

School tours of the house are conducted by volunteers, all of whom have had teaching experience. It is their personal approach and ability to spark the imagination of each child that have particularly contributed to the success of the visits. Whether in the awe-inspiring, medieval-style great parlour with Kempe's Orpheus and Euridyce frieze and painted glass and Morris's wonderful tapestries; or in the old kitchen, where the range is lit, the most important thing is 'never to lose sight of the child's personal response to the house,' says Monty Smith.

The house is used by sixth-formers and college students as well as junior school children. The younger classes

concentrate on social history, design and pattern, and nature studies in the beautifully terraced gardens. Students from art and fabric design courses find a wealth of material in the Pre-Raphaelite collections and the architecture.

Wightwick Manor is now looking forward to its next stage of development. An appeal has been launched to develop the facilities in the Malt-house to include a textiles workshop with opportunities for weaving and experimenting with natural dyes and the traditional methods championed by William Morris.

Wightwick Manor, Wightwick Bank, Wolverhampton. Details from the Curator, Mr Monty Smith, Wolverhampton 761108.

Scotland Area Five

MILLPORT ISLE OF CUMBRAE FOR YOUR SCHOOL OUTING

Going "doon the watter" to Millport on the Isle of Cumbrae has been a long established tradition. Now Millport is only a few minutes from Largs on the roll on - roll off Ferry. Why not make this year one to re-live your own childhood memories and more important, introduce the pupils of your School to the 'magic' that is Millport. Millport has something for 'children' from 5 to 105 - tennis, trampolines, putting, crazy golf, pitch and putt, fun-fair, amusements, cycling, bowling, golf, fishing, beaches. An education element can contribute to your outing in the form of the Marine Biological Station with its excellent aquarium; and why not visit the Museum of the Cumbraes with its fascinating glimpses of Millport over the years.

Shops abound to buy those souvenirs and presents from a day spent 'overseas' and of course there are many eating establishments for either a snack or meal. Cycling is a must to enable you to see more of Cumbrae and there are several outlets where you can hire bicycles, tandems and tricycles.

Book early for your school outing this summer and we will provide free of charge (subject to dates and availability) a suitable hall to be used in the unusual event of wet weather on the day.

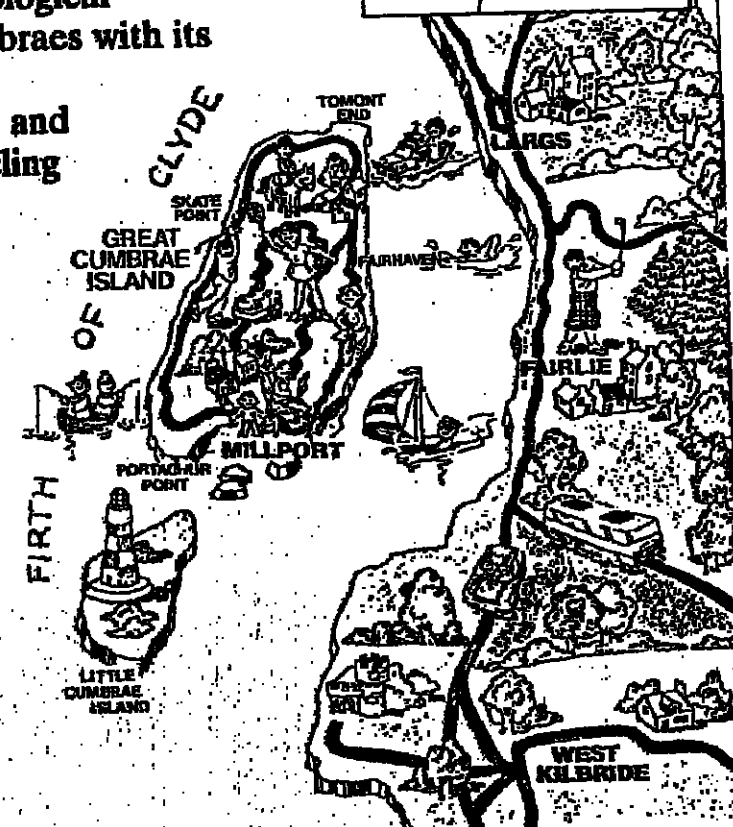
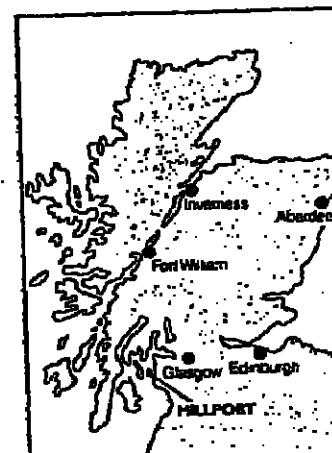
Teachers, if you have started to plan your school trip, look no further than Millport.

★ Bring a coach party or fill the school mini-bus.
Coach fare is only £16 return from Largs (plus passengers).

★ Concession rates for parties over 10 in number.

★ For further details contact: Isle of Cumbrae Tourist Association (Dept. Ed.) Tourist Information Centre, Stuart Street, Millport, Isle of Cumbrae. Tel: 0475 630753.

(1391)



EXTRA

History at Hever Castle

Hever Castle attracts visitors in the first instance because it is the childhood home of Anne Boleyn, and the scene of her courtship with Henry VIII. But it has considerably more to offer than its place in history.

Hever is a fine example of Tudor domestic architecture, grafted on to the more robust frame of a building from an earlier age. Massive gatehouse, with working portcullis and drawbridge, and the walls are 13th century. Within them are a small courtyard and a comfortable 15th-century manor house. The whole was carefully and expensively renovated by William Waldorf Astor, who bought Hever in 1903. The present owners, Broadlands Properties Ltd, have preserved and extended the contents and brought to life the extraordinary tale this castle has to tell.

The drama of Anne Boleyn's life and unfortunate death is known to most people and it is a good place from which to start a study of Henry VIII and Tudor history. The Long Gallery is now the setting for an imaginative exhibition of life size figures of the king, Anne, the Boleyn family and servants. Details for the costumes are taken from portraits of the subjects whenever possible. Background music is contemporary and includes Henry VIII's famous "Pastime with Good Company". Throughout the castle there is a good collection of Tudor portraits, including what is believed to be the only existing one of Anne Boleyn as Queen.

The castle also houses an excellent collection of furniture, carpets, tapestries and objects of art. Of particular and poignant interest is the Book of Hours Anne Boleyn carried to her execution on Tower Green. Most of these items were collected by William Astor. It is largely due to him and the enthusiasm with which he embraced the ownership of Hever that the Castle is in such fine condition today. He renovated the interior in Tudor style and furnished it with care. The wood panelling of the rooms and the superb moulded ceilings were commissioned by him and executed by skilled craftsmen using traditional techniques. The castle has all the right ingredients: a dining hall with minstrels gallery, a moat, an oratory and winding stone staircase.

In the Gatehouse there is a macabre collection of torture instruments with gruesome appeal to the youthful visitor. The Armoury houses the regimental museum of the Kent and Sussex Sharpshooters Yeomanry. The grounds extend to 30 acres with lawns and woodland and a children's adventure playground. Of special interest is the Italian garden with its unique collection of sculpture and statuary, dating from Roman times to the Renaissance.

There is a new hedge maze - one of the few in the country open to the public. A walk through the garden ends at the 35 acre lake and the enchanting loggia at its edge.

Visitors are welcome to picnic in the grounds and around the lake, but there is also an excellent self-service cafeteria in the Pavillion. There are plenty of lavatories, extensive car parking and a free coach park. Coach drivers with parties are given a free voucher for food and drink at the Pavillion.

School parties are made welcome. Teachers are invited to make a free preliminary visit and notes are available. The admission charge is £1.25 per child during normal opening times, and a private pre-booked tour costs £2.50 a child or £3.70 to include a guide book. Tours can be conducted in French and German and there are leaflets available in these languages. In addition, the castle's souvenir shop has lots of items for under £1.

For further information, bookings and travel routes contact the Hever Castle Booking Office on 0782 355224 or write to the Schools Liaison Officer at Hever Castle, Edenbridge, Kent TN8 7NG.

"The whole concept of having three places together has led to a lot of interest in a variety of subjects," said Roy Steadman, headmaster of Cross in Hand Primary School who took 30 children and ten year olds to the three



Wild life get-together

ANGELA WIGGLESWORTH

For the first time in England, three centres for wild life study have joined forces to produce a three-visit programme for school children based on one natural history theme: Movement. The next will be Camouflage and Colour.

The organisations taking part are all in East Sussex. At Drusillas Zoo Park near Afriston children can study the movement of live animals and birds, and work in the double-decker Zoolab bus. At The Living World in the Seven Sisters Country Park they can see the movement of insects and marine life; and the mechanics of movement can be studied at the Booth Museum in Brighton with its collection of animal bones and skeletons.

The idea to run such a project in Sussex came from Michael Ann who has been Drusillas Zoo Director since 1958. The zoo was started by his father in 1923 and last year visited by 20,000 school children.

"One of our main reasons for existing as a zoo is for education," said Michael Ann. "We've successfully worked with The Natural World on another education project and the Booth Museum had lent us skeletons for our Zoolab, so we knew we could work together. The whole thing just seemed to fall into place."

"Visits can be made over one or three days, or three terms. A new theme will be introduced each year for the next seven, eventually giving schools a wide selection to choose from."

"The response from those who've done so far has been incredible," said Michael Ann. "Teachers say they've never seen anything like it before and we think we are offering children what they, the teachers, want. And the children, enjoy it whereas at school they may have one teacher for a whole day, here we encourage them to talk to whoever they meet going round the zoo, myself, the zoo curator and junior staff. The more questions they ask the

Drusillas: £1.00 a day until April 1987. £2.00 the visit to include entry to the Adventure Playground and the Zoolab. The Booth Museum is free. The Living World is £1.00 per child. All discounts on parties and groups.

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Queen Victoria at Friargate

Friargate wax museum

Friargate Museum, is taking a leading role in bringing history alive for its school visitors. Situated near York's picturesque riverside, and housed in a listed building, formerly the city police station, the museum exhibits over 60 life-size models of kings and queens, statesmen and famous personalities from King Alfred to the current Royal family. They wear authentically reproduced costumes and are displayed against reconstructed sets and artefacts, and together with special lighting and sound effects, give a realistic life atmosphere to the museum.

Although Friargate has a strong Yorkshire theme, the museum has broadened its scope to include international figures. Notorious local charac-

ters such as Dick Turpin and Guy Fawkes rub shoulders with Franklin D. Roosevelt, and Mahatma Gandhi. Margaret Thatcher stands at the door of No. 10 guarded by a policeman - an exact copy of the most famous front door in Britain. Neil Armstrong takes man's first step on the moon.

Much of the museum is devoted to the history of England which starts with the present day and goes back in time. Greeting visitors as they come in through a red "Tardis" are the new Duke and Duchess of York. From February 12 they will form part of a major exhibition devoted to the history of the Dukes of York at the museum. Life-size models of some of the Dukes will be featured, with Frederick Augustus, 1763-1827, the Grand Old Duke of York, sitting astride a 14 hands high war horse specially made for the exhibition. A model of Richard III, son of Richard of York, will also form part of the display.

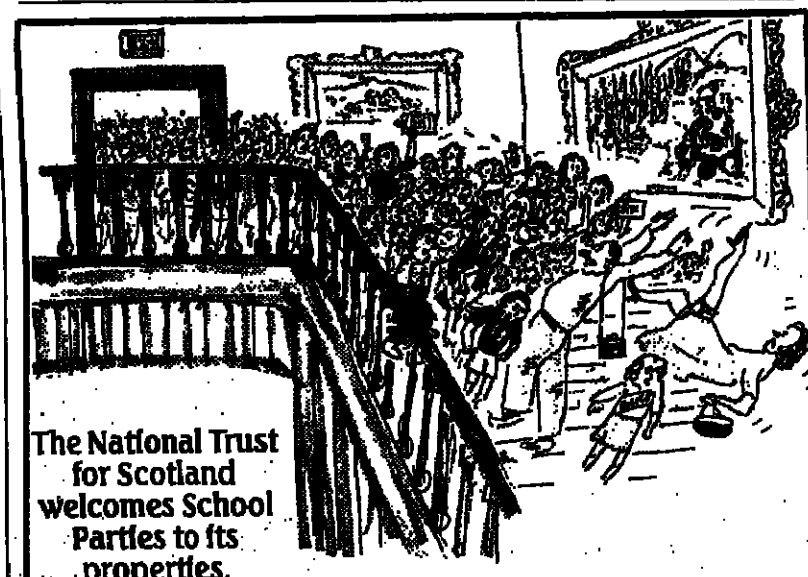
Present members of the Royal family stand on a replica of the Buckingham Palace balcony, 22 feet long, accompanied by sound effects of cheering crowds. Next comes a sparkling replica collection of the Crown Jewels. The Royal theme continues with kings and queens from ages past. William the Conqueror, who built two wooden castles in York, stands before a copy of the Bayeux Tapestry. Other Royals clothed in intricately embroidered costumes include Henry VIII, who set up a Royal Palace in York and the King's Council of the North; Elizabeth I, resplendent in a glittering gown; King Alfred, King Charles, Oliver Cromwell and many more.

There is a 10 per cent discount on school parties of 25 or more children. One adult is admitted free. Admission prices are: adults £1.75, children and pensioners 85p.

The Friargate Wax Museum, Lower Friargate YO1 1SL. Tel 0904 58775.

Pam Jackson

Scotland Area Five



The National Trust for Scotland welcomes School Parties to its properties.

Write to the Education Adviser, (T.E.S.) National Trust for Scotland, 5 Charlotte Square, Edinburgh EH2 4DU. 031 426 9922.

National Trust for Scotland

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The next school visits Extra will be published on 4 September 1987.

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Required with effect from September 1987 or as soon as possible a teacher to take responsibility for Art and Craft throughout the school.
Applicants must be sympathetic to the aims of a Church school.
Scale 1 post available for suitably qualified candidates.
Application forms from the Director of Education, Civic Centre, Uxbridge, UB8 3PH, and returnable to the Headteacher of the school not later than 8 March 1987.
Outer London Allowance applies. 110028 (44287)

NEWHAM
LONDON BOROUGH OF NEWHAM
ST ANTHONY'S R.C. JUNIOR SCHOOL
200 Avenue, London E7 6JH
Headteacher: Sister Kathleen Collier
Number on roll: 847
Required APRIL 1987 or as soon as possible. An experienced teacher to be responsible for teaching discussion and developing language and reading policy in the school. Interest in running the school for boys or girls a bonus. Applications from practising teachers only.
LONDON ALLOWANCE 11018
Application forms/further particulars (s.a.e.) please send to the Director of Education, 100 High Street, Stratford, London E15 4JG. An Equal Opportunity Advertiser. (44511) 110028

BEDFORDSHIRE
EDUCATION SERVICE
PULFORTH JUNIOR SCHOOL
Pulford Road, Luton, Beds. LU2 9JH
Required for April 1987, temporary or permanent. A teacher of top or middle infants, Scale 1.
Application forms available from the Director of Education, Bedfordshire is an Equal Opportunity Employer. (44758) 110028

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BARNET

BARNET
LONDON BOROUGH OF BARNET
DEANBROOK J.M. SCHOOL
Dean Drive, Mill Hill NW7 3ED
Roll: 251
REQUIRE CLASS
TEACHER
The applicant should be prepared to enter into the full life of the school. Scale 1.
Successful candidates will receive a salary and allowances available. Applications from (Footscap s.a.e.) obtainable from and returnable to the Head Teacher by 13th March 1987. (44428) 110028

BARNET
LONDON BOROUGH OF BARNET
MANORFIELD J.M. SCHOOL
Squire Lane Church End, Mill Hill NW7 3AA
Roll: 300
Junior Teacher. Interest in Physical Activities and Pastoral Care for Boys. Scale 1. Initially possibility of a Scale 2 for suitable applicant in the Autumn term.
Re-advertisement - previous applicants re-considered. Removal expenses and separation allowances available.
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There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.

SECONDARY SCHOOLS

Launceston College

Dunheved Road, Launceston, Cornwall. PL15 9JN.
Group 11, NOR 1140, Sixth Form of 120.

Home Economics: Scale 1

A Home Economics teacher with special interest and skills in dress and textiles is required in September 1987 to join a well-established team of five staff. Each of whom has her own specialisation but covers the whole range of the subject with junior groups. It is a good opportunity for someone wanting to try a new environment for a year.

Application forms/further details are available from the Headteacher at the school on receipt of an S.A.E.

Liskeard School,
Luxstowe, Liskeard, Cornwall. PL14 3EA.
Group 11. NOR 1170. Sixth Form of 118.
Physics and Science: Scale 1
Required from September 1987: A Physics Graduate is sought to teach Physics at GCSE and Advanced Level in this rural, split-site, comprehensive school. Teaching of integrated and Combined Science to junior forms would also be required. Enthusiasm for the subject and willingness to explore its practical applications would be an advantage.
Applicants should write in the first instance giving c.v. and the names and addresses of two referees to the Headteacher.

St Merladoc V.A. C of E Junior School,
Cranfield Road, Camborne, Cornwall. TR14 7PJ.
Group 4.
Scale 1
Required from September 1987. Teacher for Juniors required to have a genuine interest in brain games and the use of

**SERVICES FOR CHILDREN
WITH SPECIAL EDUCATIONAL
NEEDS**


Support teacher (for children with moderate learning difficulties)
— Penwith area based at Averton Junior & Infants School, Penzance.
(Scale 2)
Applications are invited from suitably qualified and experienced teachers for the post of 'support teacher' in the

Penwith area, with effect from 1st September 1987. In the first instance the successful applicant will take responsibility for part of each week for the pupils in the Area Special Class at Alverton Junior & Infants School; the balance of time will be spent in providing remedial teaching in two other schools in the Penwith area. The post will form part of the Education Authority's 'divisional team' under the direction of the Senior Advisory Teacher (Special Educational Needs). Candidates should be qualified teacher experienced in the primary phase of education, to support children with learning

with proven experience in teaching children with learning difficulties. They should also hold an additional specialist qualification in special education.

Application forms are available from The Secretary for Education, Common Services Section, Room 208, County Hall, Truro, Cornwall. TR1 3BA on receipt of and SAE.

Closing date : 27th March 1987.

 **CORNWALL**



CORNWALL COUNTY COUNCIL

1. *Chlorophyll a* and *Chlorophyll b* were determined by the method of Arar and Collins (1971) using a Shimadzu 1010 UV-Visible Spectrophotometer. The concentration of chlorophyll was expressed in $\mu\text{g mL}^{-1}$.

Hawerden High School
(Tel. Hawerden 632103/634412)
(11-18 Comp. 1,042 pupils, 130 in Sixth Form)
Acting Headteacher — M. C. Powell, M.Sc., B.Sc.

**HEAD OF FACULTY OF ENGLISH
AND COMMUNICATIONS**

Scale 4
Required from September, 1987, a well qualified and experienced graduate to teach English up to and including 'A' and 'S' level and across the age and ability range. The successful candidate will be responsible for one of the major faculties which embrace English, Drama, Media and Music and has a substantial input into CPVE. There are

also strong links between the Department of Compensation and the Department of Education.
Application forms are available from the Head, to whom completed forms should be returned by 16th March, 1987.

Shire Hall
Mold
18.2.87

KEITH EVANS
Director of Education
(13212)

GLWYD COUNTY COUNCIL

1

SECONDARY ENGLISH continued

CAMBRIDGESHIRE
HUNTINGDON AREA
HUNTINGDON SCHOOLS
Headteacher: Mr. J. J. Smith
Enfield, Huntingdon, Cambs.
English (Scale 1)
Required for September 1987, a well qualified and versatile teacher to teach at all levels of age and ability in the 11-18 Comprehensive School.
A full-time position to contribute to a multi-curricular activities highly desirable.
Please apply to the Headmaster, enclosing C.V. and names and addresses of two referees. Envelope a S.A.E. for further details. (44250) 132422

ESSEX
DAVENANT FOUNDATION SCHOOL
Chelmsford, Essex
Tel: 037-881 2608
Co-Ed 180 in Sixth Form
Required for September 1987, a well qualified and versatile teacher to teach at all levels of age and ability in the 11-18 Comprehensive School.
A full-time position to contribute to a multi-curricular activities highly desirable.
Please apply to the Headmaster, enclosing C.V. and names and addresses of two referees. Envelope a S.A.E. for further details. (44250) 132422

HERTFORDSHIRE
HAREDAVERSHES ASKE'S SCHOOL
Enfield, Hertfordshire
Required for September 1987, a well qualified and versatile teacher to teach at all levels of age and ability in the 11-18 Comprehensive School.
A full-time position to contribute to a multi-curricular activities highly desirable.
Please apply to the Headmaster, enclosing C.V. and names and addresses of two referees. Envelope a S.A.E. for further details. (44250) 132422

ISLE OF MAN
BOARD OF EDUCATION
ST. NINIAN'S HIGH SCHOOL
(Mixed Comprehensive - 1000 on roll)
TEACHER OF ENGLISH - Scale 1
Required for September 1987.
Opportunities will exist for teaching up to Advanced level and through the whole range of age and ability.
Application forms and further details can be obtained from the Headmaster, Mr. J. J. Smith, St. Ninian's High School, Douglas, Isle of Man (0624 29601) to whom completed forms should be returned by the 11th March 1987. 132422 (00865)

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTHERN SCHOOLS
Kent DA1 7YR, Gravesend.
Required for April 1987, a well qualified and versatile teacher to teach at all levels of age and ability in the 11-18 Comprehensive School.
A full-time position to contribute to a multi-curricular activities highly desirable.
Please apply to the Headmaster, enclosing C.V. and names and addresses of two referees. Envelope a S.A.E. for further details. (44250) 132422

LINCOLNSHIRE
THE LAFFORD SCHOOL
Ken Road, Billingham LN4.
Group 7 Roll 340
Assistant Teacher required to be second in the English Department from commencement of Summer Term 1987. An interest and ability for drama would be an advantage together with other subjects for which to form and details. Closing date 5th March 1987. Ref: 132422 (44077)

LONDON W8
LATYMER UPPER SCHOOL
King Street, London W8 5LR
Form 1000
Required for September 1987, a well qualified and versatile teacher to teach at all levels of age and ability in the 11-18 Comprehensive School.
A full-time position to contribute to a multi-curricular activities highly desirable.
Please apply to the Headmaster, enclosing C.V. and names and addresses of two referees. Envelope a S.A.E. for further details. (44250) 132422

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A full-time position to contribute to a multi-curricular activities highly desirable.
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MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER
All applications will be considered on their merits
TANWORTH MANOR HIGH SCHOOL
Widow Way, Mitcham, Surrey CR4 1BP
Tel: 01-764 5112
Head Teacher: Mr. G.D.N. Giles, M.A.
Age Range: 13-18 years
No. on roll: 750
Closing Date: 13th March 1987.
Application forms and further details can be obtained from the Head Teacher at the above address. Please enclose a stamped envelope for return of application form and details of two referees. (44250) 132422

OXFORDSHIRE
COUNTY COUNCIL
CHILTERN EDGE SCHOOL
Rendlesham Road, Chilton, Oxford OX1 1LN
Group 11 (1,000 on roll)
Required for April 1987, a well qualified and versatile teacher to teach at all levels of age and ability in the 11-18 Comprehensive School.
A full-time position to contribute to a multi-curricular activities highly desirable.
Please apply to the Headmaster, enclosing C.V. and names and addresses of two referees. Envelope a S.A.E. for further details. (44250) 132422

NORTHAMPTONSHIRE
TOWCESTER SPONNE
Brackley Road, Towcester, Northants, NN11 7DJ
Required for September 1987, a well qualified and versatile teacher to teach at all levels of age and ability in the 11-18 Comprehensive School.
A full-time position to contribute to a multi-curricular activities highly desirable.
Please apply to the Headmaster, enclosing C.V. and names and addresses of two referees. Envelope a S.A.E. for further details. (44250) 132422

SOLIHULL
EDUCATION COMMITTEE
DEBENHAM SCHOOL
Blossomfield Road, Solihull, West Midlands B37 1SN
Tel: 021-704 8146
Required for 27th April 1987, a well qualified and versatile teacher to teach at all levels of age and ability in the 11-18 Comprehensive School.
A full-time position to contribute to a multi-curricular activities highly desirable.
Please apply to the Headmaster, enclosing C.V. and names and addresses of two referees. Envelope a S.A.E. for further details. (44250) 132422

SANDWELL
METROPOLITAN BOROUGH COUNCIL
BRITANNIA HIGH
(11-16 Comprehensive)
Required for September 1987, a well qualified and versatile teacher to teach at all levels of age and ability in the 11-18 Comprehensive School.
A full-time position to contribute to a multi-curricular activities highly desirable.
Please apply to the Headmaster, enclosing C.V. and names and addresses of two referees. Envelope a S.A.E. for further details. (44250) 132422

WALSALL
METROPOLITAN BOROUGH COUNCIL
TEACHER OF ENGLISH - Scale 1
Required for September 1987, a well qualified and versatile teacher to teach at all levels of age and ability in the 11-18 Comprehensive School.
A full-time position to contribute to a multi-curricular activities highly desirable.
Please apply to the Headmaster, enclosing C.V. and names and addresses of two referees. Envelope a S.A.E. for further details. (44250) 132422

BUCKINGHAMSHIRE
COUNTY COUNCIL
AN EQUAL OPPORTUNITY EMPLOYER
SIR WILLIAM BORLASE'S SCHOOL
West Street, Marlow SL6 6PR
Required for September 1987, a well qualified and versatile teacher to teach at all levels of age and ability in the 11-18 Comprehensive School.
A full-time position to contribute to a multi-curricular activities highly desirable.
Please apply to the Headmaster, enclosing C.V. and names and addresses of two referees. Envelope a S.A.E. for further details. (44250) 132422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESEND GRAMMAR SCHOOL
Church Walk, Gravesend, Kent DA11 7YR
Required for September 1987, a well qualified and versatile teacher to teach at all levels of age and ability in the 11-18 Comprehensive School.
A full-time position to contribute to a multi-curricular activities highly desirable.
Please apply to the Headmaster, enclosing C.V. and names and addresses of two referees. Envelope a S.A.E. for further details. (44250) 132422

LEICESTERSHIRE
COUNTY COUNCIL
AN EQUAL OPPORTUNITY EMPLOYER
LEICESTER COLLEGE
Wain Lane, Stratford, Leics.
Required for September 1987, a well qualified and versatile teacher to teach at all levels of age and ability in the 11-18 Comprehensive School.
A full-time position to contribute to a multi-curricular activities highly desirable.
Please apply to the Headmaster, enclosing C.V. and names and addresses of two referees. Envelope a S.A.E. for further details. (44250) 132422

SANDWELL
METROPOLITAN BOROUGH COUNCIL
HOLLY LODGE HIGH SCHOOL
(11-16 Comprehensive)
Required for September 1987, a well qualified and versatile teacher to teach at all levels of age and ability in the 11-18 Comprehensive School.
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HERTFORDSHIRE
EDUCATION DEPARTMENT
WIMBORNE SCHOOL
Harpurden, Herts. AL5 3AE
Group 11
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HOUSLOW
ST. MARK'S CATHOLIC SCHOOL
Houslow Road, Houslow, Middlesex TW3 3EP
Headteacher: Mr. J. J. Smith
Enfield, Houslow, Middlesex TW3 3EP
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Somerset County Council
AN EQUAL OPPORTUNITIES EMPLOYER

SECONDARY EDUCATION
WADHAM SCHOOL, CREWKERNE.
(15-18 MIXED COMPREHENSIVE, NOR 750)
For September 1987, DEPUTY HEAD OF MATHEMATICS, SCALE 2, with a strong possibility of scale 3. Must be committed to teaching GCSE Mathematics (SMP 11-16) across age and ability range and experienced and qualified to take a level work. Closing date 18th March 1987.

ST DUNSTON'S SCHOOL, GLASTONBURY.
(11-18 MIXED COMPREHENSIVE, NOR 842)
From 9th March to 17th July 1987, TEACHER OF MUSIC AND RELIGIOUS EDUCATION, SCALE 1. Apply by letter to the Head at the school with full cv and the names and addresses of two referees.

KING ARTHUR'S SCHOOL AND COMMUNITY EDUCATION CENTRE, WINCANTON. (11-16 MIXED COMPREHENSIVE, NOR 750)
Required as soon as possible, or for September 1987, permanent TEACHER OF FRENCH AND GERMAN, SCALE 1. The teacher appointed should be willing to be a member of a team involved as a main pilot school for OCEA. Applications from newly qualified teachers will be welcome. Apply by letter immediately to the Head at the school with full cv and the names and addresses of two referees. Details by telephone (0963) 32368.

MINEHEAD MIDDLE SCHOOL, MINEHEAD.
(9-13 MIXED MIDDLE SCHOOL, NOR 480)
For September 1987, HEAD OF THIRD YEAR, SCALE 3. Specialist teacher to teach mathematics to complete 11+ age range. Extensive computer facilities and back-up available. Application form and further details from Head at the school. (A4 s.a.e. please) Closing date 13th March 1987.

PRIMARY HEADSHIP
NORTH PERTHURTON COUNTY INFANTS SCHOOL, NR BRIDGWATER.
For September 1987, HEAD for this Group 2 school, likely to become Group 3 in April 1988. Application form and further details from the Staffing (T) Section, Education Department, County Hall, Taunton, Somerset TA1 4DY. (s.a.e. please) Closing date 12th March 1987.

ST. CUTHBERT'S CE VC INFANTS SCHOOL, WELLS.
(NOR 183)
For September 1987, DEPUTY HEAD TEACHER for this group 3 school. The successful applicant will have shown flair in teaching across the infant age range, and be able to take initiatives in curriculum and school development, working as a member of a happy, caring and committed team. Closing date 20 March 1987.

CANNINGTON CE VC PRIMARY SCHOOL, NR BRIDGWATER. (NOR 150)
For September 1987, DEPUTY HEADTEACHER, for this group 4 school. To lead infant department and to teach reception infants. Closing date 9th March 1987.

APPLICATIONS ARE INVITED FROM QUALIFIED TEACHERS FOR THE FOLLOWING POSTS. UNLESS INDICATED OTHERWISE APPLICATION FORMS AND DETAILS (S.A.E. FOOLSCAP) FROM THE HEAD AT THE SCHOOL.

Required for September 1987
County Unattached Staff (Mathematics)

EXPERIENCED TEACHER OF MATHEMATICS

Required to join a team filling long term vacancies. Scale 3 or 4 according to experience.
Travel expenses payable.
Please send foolscap s.a.e. for forms and details to: County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford CM1 1LD
Closing date: 13th March 1987

ESSEX

County Council

SECONDARY MATHEMATICS continued

KNOWSLEY BOROUGH OF KNOWSLEY
Western Avenue, Hutton, M20 1LH
1000 pupils on roll
Scale 1 Mathematics Teacher
Required for September 1987
This progressive department has achieved a high standard in the S.M.P. course in Year 1 and plans are laid to extend this throughout the school. In the near future a course of work element for internal examinations will be an option for other pupils. The person appointed should be one in sympathy with such developments.
Further details available from the Headteacher, including full c.v. and names of two referees, by 20 March 1987 (14088) 134222

ROTHERHAM BOROUGH OF ROTHERHAM
Rotherham is an equal opportunities employer
DEPARTMENT OF EDUCATION

NATIVITY COMPREHENSIVE SCHOOL
11-18 mixed. Approx. 1800 on roll. Approx. 200 in 6th form.
Required for 27th April 1987 for one term only

TEMPORARY ASSISTANT TEACHER
Teacher for Mathematics, Scale 1, throughout the age and ability range in the main school.
Closing Date: 13th March 1987.

Letters of application to the Head Teacher, Comprehensive School, Rotherham S66 8AN (Tel: Rotherham 812641) from whom further particulars are available.

G. Crane, Director of Personnel Resources 134222 (44339)

SOLIHULL EDUCATION COMMITTEE
ALDERBURY ROAD, SOLIHULL, West Midlands B91 3BN
Tel: 01 21 52345
Required for 27th April 1987, for one term only.
TEACHER OF MATHEMATICS, to teach across the age and ability range, this appointment is to cover maternity leave.
A letter of application, naming two referees, should be sent to the Headteacher (44361) 134222

STAFFORDSHIRE DE FERRERS HIGH SCHOOL
St. Mary's Drive, Burton-on-Trent, Staffs. B11 1LH
Required for September 1987
This is a large, comprehensive school, an enthusiastic, well-qualified teacher of Mathematics to join a large successful department (Scale 1). The applicant must be able to offer the subject at 'A' level.
Application forms obtainable from and returnable to the Headteacher, 151, High Street, Burton-on-Trent, Staffs. B11 1LH. Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
STAFFORDSHIRE COUNTY COUNCIL (144357) 134222

SUTTON LONDON BOROUGH OF SUTTON
WALLINGTON HIGH SCHOOL
Woodside Road, Wallington, Surrey SM6 6PH
Tel: 01 81 72300
(11-18 Years Selective: 680 girls)

MATHEMATICS SCALE 1
Required for September 1987 a teacher of Mathematics to teach throughout the school. The successful candidate will be responsible for the Mathematics and Further Mathematics departments and will have some preparation for Oxford Entrants.
This is a good opportunity for a first appointment to work in a flourishing and supportive department in a school where mathematics is a popular Sixth Form course (Sixth Form, 140 Pupils). This is a TVEI school which is making a lively response to curriculum innovations.

Letters of application, CV and names and addresses of two referees should be sent to the Head Teacher as soon as possible. (441861) 134222

THAMESVIEW SCHOOL
Thong Lane, Gravesend, Kent RA12 1LH
11-18 Group, 10 mixed, (also adapted for Physically Handicapped pupils and having a special unit on campus)

The school occupies an extremely attractive site on the eastern outskirts of the town and has a good reputation. The department of Mathematics, Scale 1, required for September to teach as appropriate throughout the school up to GCSE level. The department enjoys a good reputation and examinations have been of considerable success. This is a good opportunity for a new entrant to the profession both to contribute to the considerable benefits in the department and to the school. Applications by letter should be sent to the Head Teacher, together with curriculum vitae naming two referees, as soon as possible. Further details will be forwarded on request. A stamped, addressed envelope, Possibility of help with temporary housing in approved cases.

EAST KENT AREA VENTURES BOYS' SCHOOL (AIDED) SECONDARY SCHOOL
St. Stephen's Hill, Canterbury CT2 7AP
Tel: 01 234 567
Required for September 1987, a graduate teacher to join the Mathematics Department of this progressive school (Scale 1). An interest in Computing would be a positive advantage and the school is very well equipped with the latest computer technology. The post would particularly suit a newly qualified teacher and the post would be a positive advantage and the school is very well equipped with the latest computer technology. The post would particularly suit a newly qualified teacher and the post would be a positive advantage and the school is very well equipped with the latest computer technology.

Further details and application forms are available from the Headmaster (see above) or from the Education Committee, 151, High Street, Burton-on-Trent, Staffs. B11 1LH. Closing date 10 days from publication.

JOHN HENRI COMMUNITY COLLEGE, Mayhem Drive, Leicester LE4 0HL
LE4 0HL (11-16) NON 000

SCIENCE - Required immediately, Inspector of General Science and Chemistry
1000 pupils on roll

LONGLEIGH COLLEGE, 1 Wimpole Lane, Milton, Leics. LE14 4HL
(14-18) NON 000

HSYOUNG MANUNITIES - Required for the Summer Term to cover maternity leave, a teacher of History to 10 and 11 Level with GCSE, History and Integrated Humanities in year 4. (Supply)

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LE4 0HL (11-16) NON 000

SCIENCE - Required immediately, Inspector of General Science and Chemistry
1000 pupils on roll

KENT COUNTY COUNCIL EDUCATION DEPARTMENT
11-18 mixed, comprehensive school, an enthusiastic, well-qualified teacher of Mathematics to join a large successful department (Scale 1). The applicant must be able to offer the subject at 'A' level.
Application forms obtainable from and returnable to the Headteacher, 151, High Street, Burton-on-Trent, Staffs. B11 1LH. Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
STAFFORDSHIRE COUNTY COUNCIL (144357) 134222

DARTFORD GRAMMAR SCHOOL
West Hill, Dartford DA1 1LH
(Voluntary Controlled Selective School of 700 boys)

GRADUATE TEACHER
Required for September 1987 a teacher of Mathematics to teach throughout the school. The successful candidate will be responsible for the Mathematics and Further Mathematics departments and will have some preparation for Oxford Entrants.

This is a good opportunity for a first appointment to work in a flourishing and supportive department in a school where mathematics is a popular Sixth Form course (Sixth Form, 140 Pupils). This is a TVEI school which is making a lively response to curriculum innovations.

Letters of application, CV and names and addresses of two referees should be sent to the Head Teacher as soon as possible. (441861) 134222

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11-18 Group, 10 mixed, (also adapted for Physically Handicapped pupils and having a special unit on campus)

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St. Stephen's Hill, Canterbury CT2 7AP
Tel: 01 234 567
Required for September 1987, a graduate teacher to join the Mathematics Department of this progressive school (Scale 1). An interest in Computing would be a positive advantage and the school is very well equipped with the latest computer technology. The post would particularly suit a newly qualified teacher and the post would be a positive advantage and the school is very well equipped with the latest computer technology.

Further details and application forms are available from the Headmaster (see above) or from the Education Committee, 151, High Street, Burton-on-Trent, Staffs. B11 1LH. Closing date 10 days from publication.

JOHN HENRI COMMUNITY COLLEGE, Mayhem Drive, Leicester LE4 0HL
LE4 0HL (11-16) NON 000

SCIENCE - Required immediately, Inspector of General Science and Chemistry
1000 pupils on roll

LONGLEIGH COLLEGE, 1 Wimpole Lane, Milton, Leics. LE14 4HL
(14-18) NON 000

HSYOUNG MANUNITIES - Required for the Summer Term to cover maternity leave, a teacher of History to 10 and 11 Level with GCSE, History and Integrated Humanities in year 4. (Supply)

JOHN HENRI COMMUNITY COLLEGE, Mayhem Drive, Leicester LE4 0HL
LE4 0HL (11-16) NON 000

SCIENCE - Required immediately, Inspector of General Science and Chemistry
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LONGLEIGH COLLEGE, 1 Wimpole Lane, Milton, Leics. LE14 4HL
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JOHN HENRI COMMUNITY COLLEGE, Mayhem Drive, Leicester LE4 0HL
LE4 0HL (11-16) NON 000

SCIENCE - Required immediately, Inspector of General Science and Chemistry
1000 pupils on roll

EAST SUSSEX UPLANDS COMMUNITY COLLEGE
Uplands, Wadhurst TN3 6BA
11-18 mixed, comprehensive school, an enthusiastic, well-qualified teacher of Mathematics to join a large successful department (Scale 1). The applicant must be able to offer the subject at 'A' level.
Application forms obtainable from and returnable to the Headteacher, 151, High Street, Burton-on-Trent, Staffs. B11 1LH. Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
STAFFORDSHIRE COUNTY COUNCIL (144357) 134222

KENT COUNTY COUNCIL EDUCATION DEPARTMENT
11-18 mixed, comprehensive school, an enthusiastic, well-qualified teacher of Mathematics to join a large successful department (Scale 1). The applicant must be able to offer the subject at 'A' level.
Application forms obtainable from and returnable to the Headteacher, 151, High Street, Burton-on-Trent, Staffs. B11 1LH. Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
STAFFORDSHIRE COUNTY COUNCIL (144357) 134222

DARTFORD GRAMMAR SCHOOL
West Hill, Dartford DA1 1LH
(Voluntary Controlled Selective School of 700 boys)

GRADUATE TEACHER
Required for September 1987 a teacher of Mathematics to teach throughout the school. The successful candidate will be responsible for the Mathematics and Further Mathematics departments and will have some preparation for Oxford Entrants.

This is a good opportunity for a first appointment to work in a flourishing and supportive department in a school where mathematics is a popular Sixth Form course (Sixth Form, 140 Pupils). This is a TVEI school which is making a lively response to curriculum innovations.

Letters of application, CV and names and addresses of two referees should be sent to the Head Teacher as soon as possible. (441861) 134222

THAMESVIEW SCHOOL
Thong Lane, Gravesend, Kent RA12 1LH
11-18 Group, 10 mixed, (also adapted for Physically Handicapped pupils and having a special unit on campus)

The school occupies an extremely attractive site on the eastern outskirts of the town and has a good reputation. The department of Mathematics, Scale 1, required for September to teach as appropriate throughout the school up to GCSE level. The department enjoys a good reputation and examinations have been of considerable success. This is a good opportunity for a new entrant to the profession both to contribute to the considerable benefits in the department and to the school. Applications by letter should be sent to the Head Teacher, together with curriculum vitae naming two referees, as soon as possible. Further details will be forwarded on request. A stamped, addressed envelope, Possibility of help with temporary housing in approved cases.

EAST KENT AREA VENTURES BOYS' SCHOOL (AIDED) SECONDARY SCHOOL
St. Stephen's Hill, Canterbury CT2 7AP
Tel: 01 234 567
Required for September 1987, a graduate teacher to join the Mathematics Department of this progressive school (Scale 1). An interest in Computing would be a positive advantage and the school is very well equipped with the latest computer technology. The post would particularly suit a newly qualified teacher and the post would be a positive advantage and the school is very well equipped with the latest computer technology.

Further details and application forms are available from the Headmaster (see above) or from the Education Committee, 151, High Street, Burton-on-Trent, Staffs. B11 1LH. Closing date 10 days from publication.

JOHN HENRI COMMUNITY COLLEGE, Mayhem Drive, Leicester LE4 0HL
LE4 0HL (11-16) NON 000

SCIENCE - Required immediately, Inspector of General Science and Chemistry
1000 pupils on roll

LONGLEIGH COLLEGE, 1 Wimpole Lane, Milton, Leics. LE14 4HL
(14-18) NON 000

HSYOUNG MANUNITIES - Required for the Summer Term to cover maternity leave, a teacher of History to 10 and 11 Level with GCSE, History and Integrated Humanities in year 4. (Supply)

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JOHN HENRI COMMUNITY COLLEGE, Mayhem Drive, Leicester LE4 0HL
LE4 0HL (11-16) NON 000

SCIENCE - Required immediately, Inspector of General Science and Chemistry
1000 pupils on roll

BARKING AND DAGENHAM LONDON BOROUGH OF BARKING AND DAGENHAM
BARKING ABBEY COMPREHENSIVE SCHOOL
Sunderham Road, Barkin, Essex. SS14 1LH
Required for September 1987: Head of Modern Languages (Scale 3). The successful candidate will be responsible for the Modern Languages Department and will have some preparation for Oxford Entrants.

This is a good opportunity for a first appointment to work in a flourishing and supportive department in a school where mathematics is a popular Sixth Form course (Sixth Form, 140 Pupils). This is a TVEI school which is making a lively response to curriculum innovations.

Letters of application, CV and names and addresses of two referees should be sent to the Head Teacher as soon as possible. (441861) 134222

THAMESVIEW SCHOOL
Thong Lane, Gravesend, Kent RA12 1LH
11-18 Group, 10 mixed, (also adapted for Physically Handicapped pupils and having a special unit on campus)

The school occupies an extremely attractive site on the eastern outskirts of the town and has a good reputation. The department of Mathematics, Scale 1, required for September to teach as appropriate throughout the school up to GCSE level. The department enjoys a good reputation and examinations have been of considerable success. This is a good opportunity for a new entrant to the profession both to contribute to the considerable benefits in the department and to the school. Applications by letter should be sent to the Head Teacher, together with curriculum vitae naming two referees, as soon as possible. Further details will be forwarded on request. A stamped, addressed envelope, Possibility of help with temporary housing in approved cases.

EAST KENT AREA VENTURES BOYS' SCHOOL (AIDED) SECONDARY SCHOOL
St. Stephen's Hill, Canterbury CT2 7AP
Tel: 01 234 567
Required for September 1987, a graduate teacher to join the Mathematics Department of this progressive school (Scale 1). An interest in Computing would be a positive advantage and the school is very well equipped with the latest computer technology. The post would particularly suit a newly qualified teacher and the post would be a positive advantage and the school is very well equipped with the latest computer technology.

Further details and application forms are available from the Headmaster (see above) or from the Education Committee, 151, High Street, Burton-on-Trent, Staffs. B11 1LH. Closing date 10 days from publication.

JOHN HENRI COMMUNITY COLLEGE, Mayhem Drive, Leicester LE4 0HL
LE4 0HL (11-16) NON 000

SCIENCE - Required immediately, Inspector of General Science and Chemistry
1000 pupils on roll

LONGLEIGH COLLEGE, 1 Wimpole Lane, Milton, Leics. LE14 4HL
(14-18) NON 000

HSYOUNG MANUNITIES - Required for the Summer Term to cover maternity leave, a teacher of History to 10 and 11 Level with GCSE, History and Integrated Humanities in year 4. (Supply)

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LONGLEIGH COLLEGE, 1 Wimpole Lane, Milton, Leics. LE14 4HL
(14-18) NON 000

HSYOUNG MANUNITIES - Required for the Summer Term to cover maternity leave, a teacher of History to 10 and 11 Level with GCSE, History and Integrated Humanities in year 4. (Supply)

JOHN HENRI COMMUNITY COLLEGE, Mayhem Drive, Leicester LE4 0HL
LE4 0HL (11-16) NON 000

RICHMOND UPON THAMES LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
RECTOR SCHOOL
Hanworth Road, Richmond, Middlesex TW2 2AA
Required for April 1987: Head of Modern Languages (Scale 3). The successful candidate will be responsible for the Modern Languages Department and will have some preparation for Oxford Entrants.

This is a good opportunity for a first appointment to work in a flourishing and supportive department in a school where mathematics is a popular Sixth Form course (Sixth Form, 140 Pupils). This is a TVEI school which is making a lively response to curriculum innovations.

Letters of application, CV and names and addresses of two referees should be sent to the Head Teacher as soon as possible. (441861) 134222

THAMESVIEW SCHOOL
Thong Lane, Gravesend, Kent RA12 1LH
11-18 Group, 10 mixed, (also adapted for Physically Handicapped pupils and having a special unit on campus)

The school occupies an extremely attractive site on the eastern outskirts of the town and has a good reputation. The department of Mathematics, Scale 1, required for September to teach as appropriate throughout the school up to GCSE level. The department enjoys a good reputation and examinations have been of considerable success. This is a good opportunity for a new entrant to the profession both to contribute to the considerable benefits in the department and to the school. Applications by letter should be sent to the Head Teacher, together with curriculum vitae naming two referees, as soon as possible. Further details will be forwarded on request. A stamped, addressed envelope, Possibility of help with temporary housing in approved cases.

EAST KENT AREA VENTURES BOYS' SCHOOL (AIDED) SECONDARY SCHOOL
St. Stephen's Hill, Canterbury CT2 7AP
Tel: 01 234 567
Required for September 1987, a graduate teacher to join the Mathematics Department of this progressive school (Scale 1). An interest in Computing would be a positive advantage and the school is very well equipped with the latest computer technology. The post would particularly suit a newly qualified teacher and the post would be a positive advantage and the school is very well equipped with the latest computer technology.

Further details and application forms are available from the Headmaster (see above) or from the Education Committee, 151, High Street, Burton-on-Trent, Staffs. B11 1LH. Closing date 10 days from publication.

JOHN HENRI COMMUNITY COLLEGE, Mayhem Drive, Leicester LE4 0HL
LE4 0HL (11-16) NON 000

SCIENCE - Required immediately, Inspector of General Science and Chemistry
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LONGLEIGH COLLEGE, 1 Wimpole Lane, Milton, Leics. LE14 4HL
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JOHN HENRI COMMUNITY COLLEGE, Mayhem Drive, Leicester LE4 0HL
LE4 0HL (11-16) NON 000

graduate required for
1987 to teach ENGLISH through
successful department with a
m (110 girls and boys studying
games (one or more of Rugby
or rowing) and/or an interest
an advantage.
in Scale 1 or 2, according to
is a St. George's College
together with curriculum vitae
referees, should be sent to the

INDEPENDENT EDUCATION continued

LONDON EC4

CITY OF LONDON SCHOOL
HMC 800 boys 10-18

A good teachers graduate is required for September 1987 to teach C.N.1518 throughout the school.

Salary substantially above Burnham. The school is in the summer of last year to maintain newly-built and newly-equipped premises on a riverside site in the City.

Applications, accompanied by a full curriculum vitae and telephone numbers of three referees, should be sent to the Headmaster, City of London School, 10, Abchurch Lane, London EC4A 3DF, from whom further details may be obtained. (48109) 182424

LONDON SE21

DULWICH COLLEGE
Required for September 1987, a graduate to teach English to level 11 in the school, becoming one of a department of 3 specialists.

Dulwich has its own salary scales which are above Burnham. Placement on them will be according to experience. The College offers many extra-curricular activities in which willingness to help will be appreciated.

Applications by letter to the Headmaster, Dulwich College, Dulwich, London SE21 2JL, from whom further details may be obtained. (44257) 182424

LONDON W6

LATIMER UPPER SCHOOL
King Street, Latimer, W6 1LR

Required for September 1987 a Graduate specialist. The successful candidate will be a member of the English Department and will teach some English. Full details available from the Headmaster, Latimer Upper School, King Street, Latimer, W6 1LR. (44297) 182424

NOTTINGHAMSHIRE

WORKSOP COLLEGE
(H.M.C. Woodard School, 100 boys and girls 11-18, main boarding)

Required for September 1987 a GRADUATE to teach ENGLISH throughout the school. There are a number of opportunities for specific responsibilities within this expanding department, which could lead to the headship of the department. The successful applicant will be expected to contribute to the life of the school, both married and single accommodation available. Own salary scale.

Applications, with full curriculum vitae and telephone numbers of two referees, to the Headmaster, Worksop College, Worksop, Nottinghamshire NG8 1JH. (44174) 182424

OXFORD

RYS ST ANTHONY SCHOOL
330 pupils

Required for September 1987 a Graduate to teach English to level 11 in the school, becoming one of a department of 3 specialists. R.C. preferred. Full details available from the Headmaster, Rys St Anthony School, Fulham, London SW6 5JL. (44354) 182424

SHROPSHIRE

SHREWSBURY SCHOOL
Graduate to teach English throughout the school, required for September 1987.

The post is suitable for someone with a degree in English, with a minimum of three years' teaching experience. An ability and willingness to help with extra-curricular activities will be a strong recommendation.

Accommodation available. Own salary scale.

Applications with C.V. and the names and addresses of two referees should be sent to the Headmaster, Shrewsbury School, Shrewsbury, Shropshire SY5 7BA, from whom further details may be obtained. (44355) 182424

SOUTHAMPTON

THE ATHERLEY SCHOOL
Hill Lane, Southampton

ENGLISH Graduate required for September 1987 to teach subject to G.C.S.E. and A level.

Apply in writing to the Headmaster, The Atherton School, Hill Lane, Southampton SO9 4JL, from whom further details may be obtained. (44275) 182424

TYNESIDE

TYNEGRAMMAM SCHOOL
Newcastle-upon-Tyne

Wanted for September 1987, Graduate to teach English. Burnham Scale 2 or equivalent. Every member of the staff has a full share of Sixth Form teaching.

Further details available from the Headmaster, Tyne Grammar School, Newcastle-upon-Tyne, from whom further details may be obtained. (44397) 182424

WILTSHIRE

LA TRAITAIRE SCHOOL
Campbell Road, Salisbury SP1 2JL

250 girls 11-18, independent Catholic. Required for September 1987 an enthusiastic graduate to teach English to G.C.S.E. and A level. Own salary scale.

Apply by letter to the Headmaster, La Traitiere School, Campbell Road, Salisbury SP1 2JL, from whom further details may be obtained. (44298) 182424

BRISTOL

QUEEN ELIZABETH'S SCHOOL
ST. MARK'S, BRISTOL

Required for September 1987 a Graduate to teach English to G.C.S.E. and A level. Own salary scale.

Apply by letter to the Headmaster, Queen Elizabeth's School, St. Mark's, Bristol, from whom further details may be obtained. (44311) 182424

GLoucestershire

CHILTERNHAM COLLEGE
Chilternham, Gloucestershire

The ideal candidate will be a graduate with a particular interest in the teaching of English to level 11. The successful applicant will be expected to contribute to the life of the school, both married and single accommodation available. Own salary scale.

Applications, with full curriculum vitae and telephone numbers of two referees, to the Headmaster, Chilternham College, Chilternham, Gloucestershire GL53 7JL. (44255) 182424

GLoucestershire

CHILTERNHAM COLLEGE
Chilternham, Gloucestershire

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OXFORDSHIRE

SCHOOL OF S. HELEN & S. KATHARINE
Abingdon, Oxford OX14 1BE

Required for September 1987 a Graduate to teach English to level 11 in the school, becoming one of a department of 3 specialists. R.C. preferred. Full details available from the Headmaster, School of S. Helen & S. Katharine, Abingdon, Oxford OX14 1BE. (44354) 182424

SHROPSHIRE

SHREWSBURY SCHOOL
Graduate to teach English throughout the school, required for September 1987.

The post is suitable for someone with a degree in English, with a minimum of three years' teaching experience. An ability and willingness to help with extra-curricular activities will be a strong recommendation.

Accommodation available. Own salary scale.

Applications with C.V. and the names and addresses of two referees should be sent to the Headmaster, Shrewsbury School, Shrewsbury, Shropshire SY5 7BA, from whom further details may be obtained. (44355) 182424

SOUTHAMPTON

THE ATHERLEY SCHOOL
Hill Lane, Southampton

ENGLISH Graduate required for September 1987 to teach subject to G.C.S.E. and A level.

Apply in writing to the Headmaster, The Atherton School, Hill Lane, Southampton SO9 4JL, from whom further details may be obtained. (44275) 182424

TYNESIDE

TYNEGRAMMAM SCHOOL
Newcastle-upon-Tyne

Wanted for September 1987, Graduate to teach English. Burnham Scale 2 or equivalent. Every member of the staff has a full share of Sixth Form teaching.

Further details available from the Headmaster, Tyne Grammar School, Newcastle-upon-Tyne, from whom further details may be obtained. (44397) 182424

WILTSHIRE

LA TRAITAIRE SCHOOL
Campbell Road, Salisbury SP1 2JL

250 girls 11-18, independent Catholic. Required for September 1987 an enthusiastic graduate to teach English to G.C.S.E. and A level. Own salary scale.

Apply by letter to the Headmaster, La Traitiere School, Campbell Road, Salisbury SP1 2JL, from whom further details may be obtained. (44298) 182424

BRISTOL

QUEEN ELIZABETH'S SCHOOL
ST. MARK'S, BRISTOL

Required for September 1987 a Graduate to teach English to G.C.S.E. and A level. Own salary scale.

Apply by letter to the Headmaster, Queen Elizabeth's School, St. Mark's, Bristol, from whom further details may be obtained. (44311) 182424

GLoucestershire

CHILTERNHAM COLLEGE
Chilternham, Gloucestershire

The ideal candidate will be a graduate with a particular interest in the teaching of English to level 11. The successful applicant will be expected to contribute to the life of the school, both married and single accommodation available. Own salary scale.

Applications, with full curriculum vitae and telephone numbers of two referees, to the Headmaster, Chilternham College, Chilternham, Gloucestershire GL53 7JL. (44255) 182424

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NORWICH

HERBERT OLD HALL SCHOOL
Herbert, Norwich NR9 3DW

Required for September 1987, a well-qualified graduate to teach English to level 11 in the school, becoming one of a department of 3 specialists. R.C. preferred. Full details available from the Headmaster, Herbert Old Hall School, Herbert, Norwich NR9 3DW. (44354) 182424

SOUTHAMPTON

THE ATHERLEY SCHOOL
Hill Lane, Southampton

ENGLISH Graduate required for September 1987 to teach subject to G.C.S.E. and A level.

Apply in writing to the Headmaster, The Atherton School, Hill Lane, Southampton SO9 4JL, from whom further details may be obtained. (44275) 182424

SURREY

THE GROVE SCHOOL
Grove, Surrey GU10 1JL

Required for September 1987 a Graduate to teach English to G.C.S.E. and A level. Own salary scale.

Apply by letter to the Headmaster, The Grove School, Grove, Surrey GU10 1JL, from whom further details may be obtained. (44355) 182424

WILTSHIRE

LA TRAITAIRE SCHOOL
Campbell Road, Salisbury SP1 2JL

250 girls 11-18, independent Catholic. Required for September 1987 an enthusiastic graduate to teach English to G.C.S.E. and A level. Own salary scale.

Apply by letter to the Headmaster, La Traitiere School, Campbell Road, Salisbury SP1 2JL, from whom further details may be obtained. (44298) 182424

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Applications, with full curriculum vitae and telephone numbers of two referees, to the Headmaster, Chilternham College, Chilternham, Gloucestershire GL53 7JL. (44255) 182424

LONDON SE22

JAMES ALLEN'S GIRLS' SCHOOL
Hill Lane, London SE22 8JL

Required for April 1987, a well-qualified graduate to teach English to level 11 in the school, becoming one of a department of 3 specialists. R.C. preferred. Full details available from the Headmaster, James Allen's Girls' School, Hill Lane, London SE22 8JL. (44354) 182424

NORWICH

HERBERT OLD HALL SCHOOL
Herbert, Norwich NR9 3DW

Required for September 1987, a well-qualified graduate to teach English to level 11 in the school, becoming one of a department of 3 specialists. R.C. preferred. Full details available from the Headmaster, Herbert Old Hall School, Herbert, Norwich NR9 3DW. (44354) 182424

SOUTHAMPTON

THE ATHERLEY SCHOOL
Hill Lane, Southampton

ENGLISH Graduate required for September 1987 to teach subject to G.C.S.E. and A level.

Apply in writing to the Headmaster, The Atherton School, Hill Lane, Southampton SO9 4JL, from whom further details may be obtained. (44275) 182424

SURREY

THE GROVE SCHOOL
Grove, Surrey GU10 1JL

Required for September 1987 a Graduate to teach English to G.C.S.E. and A level. Own salary scale.

Apply by letter to the Headmaster, The Grove School, Grove, Surrey GU10 1JL, from whom further details may be obtained. (44355) 182424

WILTSHIRE

LA TRAITAIRE SCHOOL
Campbell Road, Salisbury SP1 2JL

250 girls 11-18, independent Catholic. Required for September 1987 an enthusiastic graduate to teach English to G.C.S.E. and A level. Own salary scale.

Apply by letter to the Headmaster, La Traitiere School, Campbell Road, Salisbury SP1 2JL, from whom further details may be obtained. (44298) 182424

BRISTOL

QUEEN ELIZABETH'S SCHOOL
ST. MARK'S, BRISTOL

Required for September 1987 a Graduate to teach English to G.C.S.E. and A level. Own salary scale.

Apply by letter to the Headmaster, Queen Elizabeth's School, St. Mark's, Bristol, from whom further details may be obtained. (44311) 182424

GLoucestershire

CHILTERNHAM COLLEGE
Chilternham, Gloucestershire

The ideal candidate will be a graduate with a particular interest in the teaching of English to level 11. The successful applicant will be expected to contribute to the life of the school, both married and single accommodation available. Own salary scale.

Applications, with full curriculum vitae and telephone numbers of two referees, to the Headmaster, Chilternham College, Chilternham, Gloucestershire GL53 7JL. (44255) 182424

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GLoucestershire

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Chilternham, Gloucestershire

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INDEPENDENT EDUCATION continued

Music

Other Assistants

BUCKINGHAMSHIRE

CONVENT OF JESUS AND MARY

MILTON KEYNES MK17 0JH

(near CMAHHS)

Required for September 1987

Well qualified teacher of Music to C.G.S.E. standard.

An ability to teach Maths would also be an advantage.

Application forms and details from the Principal, The Convent of Jesus and Mary, Milton Keynes MK17 0JH.

Two referees should be returned to the Headmistress as soon as possible. 183824

(44081)

CROYDON

OLD PALACE SCHOOL

(Independent Day School, 750

girls)

Required for September 1987, a University Honours

graduate teacher of Music to

teach the subject throughout

the school up to and including

Advanced level. Preference

will be given to someone who is

interested in the instrumental

side of the work and who

would be capable of developing

ensemble playing. The school

has a flourishing Music De-

partment in which the person

appointed would be expected

to play a full part. Burnham

Scale II.

Applications with the names

and addresses of two referees

should be sent to the Head-

master, Old Palace School, Old

Palace Road, Croydon, CR9

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ISLE OF MAN

KING WILLIAM'S COLLEGE

isle of Man, 330 pupils,

boarding/day, about to become

fully co-educational.

Required for September 1987,

a resident Housemistress of

MUSIC, to assist in the orga-

nisation and activities of a

string department, and to

teach the C.G.S.E. Music

department, and to be

involved in the life of the

school.

Free board and accommoda-

tion in term time for bachelor.

Over income tax. Burnham

Scale II.

Applications with full c.v. and

two referees to, and further

details from, the Principal,

King William's College, Cas-

tleford, Isle of Man. (Tel. 0624

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SUSSEX

WADSWORTH COLLEGE

Wadhurst, East Sussex TN5

61A

Boarding and Day School of

Anglican

Required for September 1987

a resident Housemistress

of a boarding house of

approximately 45 girls.

Appointee to become fully

involved in the life of the

school. Free board and accom-

modation in term time for

bachelor. Free income tax.

Burnham Scale II.

Applications with full c.v. and

names of two referees to, and

further details from, the

Headmistress, Wadhurst

College, Wadhurst, East

Sussex. (Tel. 01323 824031)

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DORSET

SHERBORNE SCHOOL

Dorset

Requires a HOUSEMIS-

TRISS.

The post involves taking

charge of a boarding house

of approximately 45 girls.

Appointee to become fully

HAMPSHIRE

HAMPSHIRE COUNTY COUNCIL

SOUTHAMPTON TECHNICAL COLLEGE

Carpentry and Joinery
Li to teach City and Guilds Carpentry and Joinery courses and associated subjects. (Post No. 217)

Painting and Decorating
Li to teach Painting and Decorating for City and Guilds courses. Two full time posts available for a 1 year period with a possibility of further employment. (Post No. 250, 251)

English
Li to teach English to students at all levels, GCSE to GCE A/B. Vacant from 1st September. (Post No. 648)

Food and Beverage Services
Li to teach Food Service on City and Guilds and BTEC programmes. Vacant from 1st September. (Post No. 410)

Special Needs Staff Trainer/Adviser
Li to provide training and consultation for special needs YTS Scheme in Hampshire and Isle of Wight. This appointment is initially for 1 year period with a possibility of further employment. Vacant from 1st April. (Post No. 517)

Salary Scale £8,843 - £11,855
LI £8,843 - £11,855

Application form and further details available (enclose large s.a.e.) from The Principal, Southampton Technical College, St Mary Street, Southampton, SO9 4WX, to whom completed applications should be returned by 13th March, 1987.
This County is an equal opportunity employer. Applications particularly welcome from persons with disabilities. (13076)

COLLEGES OF FURTHER EDUCATION

HILLINGDON
LONDON BOROUGH OF HILLINGDON
UKBRIDGE TECHNICAL COLLEGE
Park Road, Uxbridge UB8 3NQ
Applications are invited for the following appointments with effect from 1 September 1987:

SECRETARIAL STUDIES DEPARTMENT
Lecturer (Grade 1) required to teach Communications (written and oral) to a wide range of students. A graduate with a secretarial background would be preferred.

SCIENCE AND GENERAL DEPARTMENT
Lecturer (Grade 1) required to teach Biology, Human Biology and Environmental Sciences on a variety of courses including GCE 'A' level, GCSE and vocational courses for the health and caring professions.

Salary Scale £8,843 - £11,855 per annum plus £1,110 per annum London Allowance.
Application forms available from: The Registrar, Hillingdon College, Park Road, Uxbridge, Middlesex UB8 3NQ. Tel: 01895 5001.

Merton is an Equal Opportunity Employer. All applications will be considered on their merits. (14707)

MERTON
LONDON BOROUGH OF MERTON
MERTON COLLEGE
DEPARTMENT OF BUSINESS STUDIES AND MANAGEMENT
L.I. IN BUSINESS STUDIES (Travel & Tourism)

Applications are invited for the post to be filled as soon as possible.

Applicants will be suitably qualified with a degree or equivalent qualification with a preference for recent practical commercial experience. Teaching will be expected to extend over the range of secretarial skills including Word Processing. The successful applicant will also act as Head of Section with responsibility for course development and general management of the Section.

Salary Scale £8,843 - £11,855 per annum plus £1,110 per annum London Allowance.

Application forms available from: The Registrar, Merton College, Morden Park, London Road, Morden, Surrey SM4 5QX. Tel: 01-640 5001.

Merton is an Equal Opportunity Employer. All applications will be considered on their merits. (14707)

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COLLEGES OF FURTHER EDUCATION
SOMERSET COUNTY COUNCIL
YEovil COLLEGE
Yeovil
(Further College)

LECTURER II IN CARE COURSE TUTOR, NNEB

For April 1987, or as soon as possible thereafter, the College are seeking a Lecturer II in Care Course Tutor to teach the NNEB course. The successful applicant will be responsible for the delivery of the course, the supervision of the staff and the provision of the course materials. The successful applicant will also be responsible for the development of the course and the provision of the course materials.

Salary Scale £8,843 - £11,855 per annum plus £1,110 per annum London Allowance.

Application forms available from: The Registrar, Yeovil College, Yeovil, Somerset BA20 2JN. Tel: 01306 33881.

Yeovil is an Equal Opportunity Employer. All applications will be considered on their merits. (14707)

Colleges and Departments of Art

Other Appointments

ESSEX COUNTY COUNCIL
SOUTHEAST COLLEGE OF TECHNOLOGY
Canvey Island, Essex
Tel: 0702 35393

Applications are invited to fill the following vacancies with effect from the date indicated:

SCHOOL OF ART AND DESIGN
The School provides a range of courses in Art and Design, including: General Art and Design, Fashion, Display and Visual Communication, and Post-Diploma Regional (East of England) Diploma in Fashion Design.

HEAD OF SECTION IN FASHION
The post holder will be responsible for the delivery of the course, the supervision of the staff and the provision of the course materials. The successful applicant will also be responsible for the development of the course and the provision of the course materials.

Salary Scale £8,843 - £11,855 per annum plus £1,110 per annum London Allowance.

University Appointments

Other Appointments

SOUTHAMPTON UNIVERSITY
DEPARTMENT OF EDUCATION
RESEARCH FELLOW

Applications are invited for the post of Research Fellow to work on a health education project to disseminate health education materials produced for the 16-19 age range. The successful applicant will be responsible for the delivery of the project, the supervision of the staff and the provision of the project materials.

Salary Scale £8,843 - £11,855 per annum plus £1,110 per annum London Allowance.

Application forms available from: The Registrar, Southampton University, Southampton, Hampshire SO9 4WX. Tel: 01703 52333.

Southampton is an Equal Opportunity Employer. All applications will be considered on their merits. (14707)

Community Homes and Associated Institutes

Other Appointments

CAMBRIDGE
MID-LEVEL CENTRE
Oakland, N. Cambridgeshire
TEACHING IN PHYSICAL EDUCATION

The establishment provides residential care and education for up to 25 children with physical, emotional and learning difficulties. The physical education teacher will be responsible for the delivery of the course, the supervision of the staff and the provision of the course materials.

Salary Scale £8,843 - £11,855 per annum plus £1,110 per annum London Allowance.

Application forms available from: The Registrar, Mid-Level Centre, Oakland, N. Cambridgeshire CB3 0JN. Tel: 01223 33881.

Mid-Level Centre is an Equal Opportunity Employer. All applications will be considered on their merits. (14707)

Colleges of Higher Education

Other Appointments

BUCKINGHAMSHIRE
EDUCATION DEPARTMENT
AN EQUAL OPPORTUNITY EMPLOYER

Applications are invited for the post of Lecturer II in Management Studies to teach the following courses: Management Studies, Business Studies, and Human Resources Management.

Salary Scale £8,843 - £11,855 per annum plus £1,110 per annum London Allowance.

Application forms available from: The Registrar, Buckinghamshire Education Department, High Wycombe, Bucks. HP11 3JZ. Tel: 0494 52333.

Buckinghamshire is an Equal Opportunity Employer. All applications will be considered on their merits. (14707)

HARROW COLLEGE OF HIGHER EDUCATION

Faculty of Science & Technology

Temporary Lecturer I (0.5)

Salary Scale: Lecturer I Pro Rata £8,843 to £11,855 + London Weighting £1,110 p.a.
Applications are invited for the temporary post of Health tutor for our Nursery Nurses course. Applicants must possess a health visitors qualification. Teaching experience and qualification desirable.

The post will transfer to the new Tertiary college at Elm Park in September, 1987 as a full established Lecturer I and suitable applicants will be considered.

Application forms and further details are available from the Staffing Section, Harrow College of Higher Education, Northwick Park, Harrow, Middlesex HA1 3TP, telephone 01-884 5422 extension 231 or 232 to be returned within 14 days of the appearance of this advertisement. (13076)

Harrow Education

an equal opportunity employer

Halcon Community House, Taunton, Somerset.

PROJECT LEADER

£7,311 - £10,569 (according to post-qualification experience)

An exciting and challenging opportunity has arisen for an estate-based worker with appropriate qualification and experience. You will lead the work of this new centre, which is a part of NCH community outreach in partnership with the Local Authority. The house primarily will offer a flexible resource for the promotion and development of a broad range of activities and facilities to meet the needs of the local community. Your background may be in teaching, social work, community or youth work or you may have gained relevant knowledge and experience in areas such as counselling and group work. You will work in close liaison with the Local Authority and other agencies in the area. NCH is a Christian based organisation. For job description and application form please apply to Margaret Wilkins, NCH, Holmwood, Channells Hill, Westbury-on-Trym, Bristol BS9 3HY. Tel: Bristol 808886. For further information apply to Bert Lee on the same telephone number. Closing date: 13th March, 1987.



Lothian Region Colleges of Further Education

WEST LOTHIAN

SENIOR LECTURER II: MANAGEMENT STUDIES, INCLUDING OPEN LEARNING

Applications are invited from persons with qualifications and experience in management.

The person appointed will lecture on Management/Supervisory Certificate and Short courses at the College centres in Bathgate and Livingston and on clients' premises. The postholder will also be required to promote open learning, develop materials and tutor students.

Applicants should have an appropriate degree or equivalent qualification and experience in management/supervision in industry/commerce. Previous teaching experience and knowledge of Open Learning would be an advantage.

Salary on scale £12,018 - £14,463.

Application forms and further particulars from: The Principal, West Lothian College of Further Education, Marjoriebanks Street, Bathgate Tel No. (0508) 834300.

Lothian Regional Council is an Equal Opportunities Employer and will prevent discrimination particularly on the grounds of sex, marital status, disability, race, colour, religion, sexual orientation, nationality or ethnic origin. (13076)

Kingston College of Further Education

Kingston Hall Road Kingston Upon Thames Surrey KT1 2AQ

ADULT TRAINING UNIT POST NO. 87 10 08

Temporary Lecturer II required to work on two year Local Development Project to establish an Adult Training and Training Service in the Adult Training Unit. This LDP will be funded by the Manpower Services Commission from April 1987 - April 1989.

Applicants should be experienced in teaching and dealing with adults in both education and industry, and should demonstrate an innovative and enthusiastic approach. Flexible teaching timetable, in the area of communication and IT, will be combined with liaison with local industry and outside bodies.

Salary Scale £8,595 - £13,656 plus £728 London Weighting Allowance.

For an application form and job description please send a large S.A.E. quoting the Post No. to the Principal at the above address. Closing date 13th March 1987. (13043)

Ware College

Lecturer II in Computing

required from 1st September 1987. Applications are invited for this important post in the department of Science and Technology. Relevant industrial and teaching experience, with appropriate qualifications, are required together with the ability to play a significant role in developing the College curriculum.

Further details of the post and application forms, to be returned within two weeks of the advertisement, to the Principal Ware College, Sothe Road, Ware SG12 5JF (s.a.e. please).

Informal discussion of this post can be arranged with Mr. Swift, Head of Science and Technology, on Ware 644, extn. 86.

Salary scale £8,595 - £13,656 plus fringe allowance of £282 p.a.

Application forms and further details available from: The Principal, Ware College, Sothe Road, Ware, Herts. SG12 5JF. Tel: 04571 52333.

Ware College is an Equal Opportunity Employer. All applications will be considered on their merits. (14707)



Hertfordshire County Council
An Equal Opportunity Employer

CARSHALTON COLLEGE OF FURTHER EDUCATION

Nightingale Road, Carshalton, Surrey SM5 2EJ
Tel: 01-447 0021/8

Principal: R. Hoggan, CEng, MIMechE, ACT (I. pool), MIED

Senior Lecturer in Business Studies

Required for 1st September 1987, a suitably qualified and experienced person to lead a major section of the Department of Business Studies and to be Coordinator for BTEC National Level Courses in Business and Finance.

Salary £12,815-£14,820 plus £728 London Allowance.

Application form and further particulars from the Principal to whom completed forms should be returned within 14 days of the appearance of this advertisement. (13043)

London Borough of Sutton is an Equal Opportunity Employer. All applications will be considered on their merits. (14707)



COLWYN BAY - NORTH WALES

LLANDRILLO TECHNICAL COLLEGE

Required for September 1st, 1987:-

Senior Lecturer in Business Studies
Lecturer Grade 1 in Business Studies
Lecturer Grade 1 in Electronics
Lecturer Grade 1 in Food Preparation
Lecturer Grade 1 in Health Studies

Salary Scales:
Senior Lecturer £12,615 - £15,873
(Bar £14,820)
Lecturer Grade 1 £8,843 - £11,855

Application forms and further details are available from the Senior Administrative Officer, Llandrillo Technical College, Llandudno Road, Rhos-on-Sea, Colwyn Bay, Clwyd, LL28 4HZ. Telephone No. (0492) 46686.

Closing date for receipt of application forms 9th March, 1987.

The Royal Borough of Kingston Upon Thames is an Equal Opportunity Employer. (13007)

KINGSTON COLLEGE OF FURTHER EDUCATION

KINGSTON HALL ROAD
KINGSTON UPON THAMES
SURREY KT1 2AQ

DEPARTMENT OF ENVIRONMENTAL STUDIES POST NO. 37 56 03

SENIOR LECTURER

A Senior Lecturer is required for 1st September 1987 to lead the Environmental Studies Section in the department. The person appointed will be expected to strengthen the present role of the section in the delivery of BTEC and YTS courses and to develop courses appropriate to the skills and expertise within the section.

Salary Scale £12,615 - £15,873 plus £728 London Allowance.

Apply in writing to the Principal for an application form, enclosing a large stamped addressed envelope, quoting post number.

Closing date for applications is 2 weeks after the appearance of this advertisement.

THE ROYAL BOROUGH OF KINGSTON UPON THAMES IS AN EQUAL OPPORTUNITY EMPLOYER. (13007)

NEWCASTLE UPON TYNE POLYTECHNIC

This is an equal opportunities advertisement
Faculty of Engineering, School of Physics

Temporary Lecturer II in Physics (3 year contract)

Ref No. B0987
As a result of a special initiative by the National Advisory Board to support courses aimed at increasing the supply of qualified school physics teachers a temporary, full-time vacancy has arisen in the Faculty of Physics. Applications are now invited for this post with effect from 1st April, 1987.

The successful candidate will be expected to become closely involved with the courses being implemented next session in relation to this initiative and also to contribute to the other courses offered by the School.

Applicants should possess a good first degree in physics and preferably have a professional education qualification or experience of teaching at and beyond GCE 'A' level. There will be an opportunity for the person appointed to contribute to the School's research programme.

Salary Bursary FE LI £8,695 - £13,656 per annum

For further details and application form please call on 24 hours telephone 0191 272 5111 or write enclosing a stamped addressed envelope to Miss Blane, The Principal, Newcastle upon Tyne Polytechnic, Newcastle upon Tyne NE1 8ST to whom completed forms should be returned quoting reference number by 13th March 1987.

Salary Bursary FE LI £8,695 - £13,656 per annum

For further details and application form please call on 24 hours telephone 0191 272 5111 or write enclosing a stamped addressed envelope to Miss Blane, The Principal, Newcastle upon Tyne Polytechnic, Newcastle upon Tyne NE1 8ST to whom completed forms should be returned quoting reference number by 13th March 1987.

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Salary Bursary FE LI £8,695 - £13,656 per annum

Thydsie Regional Council

FURTHER EDUCATION
Angus Technical College
Keptle Road, Arbroath (Tel: 72056)

LECTURER IN COMMUNICATIONS

(Salary Scale: £9,093-£13,398)

Due to maternity leave a vacancy has arisen for a full-time temporary Lecturer in Communications. Applicants should possess an appropriate degree or equivalent qualifications and the successful candidate will be required to teach at SCOTVEC National Certificate module and Higher National Certificate or Diploma levels. The ability to teach other subjects would be an advantage and while teaching experience is desirable it is not essential.

Application forms and further particulars may be obtained from the Registrar at the above address, to whom they should be returned by 13th March 1987.

The Angus Technical College is an Equal Opportunity Employer. All applications will be considered on their merits. (14707)

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Angus Technical College is an Equal Opportunity Employer. All applications will be considered on their merits. (14707)

Lancashire County Council

AN EQUAL OPPORTUNITY EMPLOYER

HOUSE WARDEN - INTENSIVE CARE (SECURE) UNIT

Salary: RCO 4/5 £8,381 - £10,164 (BAR) £10,823 per annum plus £426 per annum Responsibility Allowance. (Sleeping-In Allowance £11.22 per night)

Required at Briers Hay Community Home with Education, Mill Lane, Rainhill, Merseyside L35 6NF.

Briers Hay provides residential care and education to 30 adolescent girls, 14-18 years. The establishment provides intensive care, in secure accommodation (8 places), care in a non-secure situation (20 places), training for independence (5 places) and independent living (5 places).

The House Warden will be responsible for the day-to-day operation of the unit supported by a team of staff including care, teaching and ancillary staff. Experience of working with disturbed adolescents is seen as essential supported by training in residential care, education, nursing or another related discipline.

Application form and details from the Headmaster, Mr R B Potter, M Ed, at the above address. (S.A.E. please).

Closing date: 9th March, 1987. (13007)

Tasmanian State Institute of Technology

AN INVITATION

TO PARTICIPATE IN A NEW DEVELOPMENT

The Tasmanian State Institute of Technology invites suitably qualified registered nurses to apply for a teaching position in the

SCHOOL OF NURSING

As a result of decisions by the Commonwealth Government and the State Government, all nurse education in Tasmania is being transferred from hospital schools to the Tasmanian State Institute of Technology.

The TSIT is a multidisciplinary institute situated on a modern campus in Launceston, an attractive small city (area pop 90,000) on the Tamar River in Northern Tasmania.

The School of Nursing was established in 1982 and offers two undergraduate nursing programmes, a pre-registration programme at Diploma level and a Degree programme for registered nurses.

Between 1988 and 1990 major expansion will occur in undergraduate enrolments. Postgraduate studies in nursing will also be developed in this period.

The following new positions have been created for 1988 and provide a challenging opportunity to contribute to the planning associated with the further development of the nursing programmes.

PRINCIPAL LECTURERS/ SENIOR LECTURERS

[Ref. No. 11087] (Tenured or Limited Term Appointment) Applicants must be registered nurses, hold a higher degree in nursing (or relevant discipline) have substantial experience in nursing and nursing education and demonstrated leadership skills. Experience in educational administration within the higher educational sector is essential.

Appointees will be required to provide academic leadership, within the School, to teach in and contribute to the academic development of the nursing programmes, to participate in programme development and to maintain close liaison with the nursing profession.

LECTURERS (Several Positions)

[Ref. No. 11187] (Tenured or Limited Term Appointment) Several positions will be available in 1988. Applications are invited from nurses with appropriate qualifications and experience to teach in the following areas of nursing practice: acute and intensive care nursing, psychiatric and community health nursing.

Applicants will be required to teach in both classroom and clinical settings.

Salaries: Quoted in Australian Dollars
 • Principal Lecturer \$45,565 per annum to \$49,268 per annum
 • Senior Lecturer 1 \$40,908 per annum to \$43,568 per annum
 • Senior Lecturer 11 \$37,381 per annum to \$40,037 per annum
 • Lecturer 1 \$32,606 per annum to \$36,600 per annum
 • Lecturer 11 \$27,899 per annum to \$31,856 per annum
 • Lecturer 111 \$24,013 per annum to \$27,507 per annum

Applicants are requested to state their qualifications and experience in their area of expertise. In each case, the level of appointment and salary will be determined by the qualifications and experience of the successful applicant. Appointees will be expected to take up the position in January/February 1988.

Applications quoting the appropriate reference number, including a curriculum vitae and the names and addresses of three referees should be forwarded to:

The Dean of Academic Services,
Tasmanian State Institute of Technology,
P.O. Box 1214,
Launceston, Tas. 7250 Australia.

EQUAL OPPORTUNITY IS INSTITUTE POLICY

**TASMANIAN STATE
INSTITUTE OF
TECHNOLOGY**

OVERSEAS POSTS continued

St Paul's School Sao Paulo Brazil (HMC Overseas Division)

This coeducational, independent day school, 570 on roll, requires the following staff for August 1987.

Senior School: HISTORY, MATHEMATICS, ENGLISH, PHYSICS. To teach 11-18 years, to O level and IB.

Junior School: General subjects teacher, (2 posts) 7-11 years.

Infant School: One post, in 5-7 year range.

The school has an outstanding academic record, excellent facilities and resources. Students are mainly British or Anglo-Brazilian.

Candidates: must be British, fully qualified with minimum 3 yrs experience.

Salary: (Under review) in range CZ310,000 to CZ330,000 p.a., rent allowance, medical scheme, baggage allowance, return fares, terminal bonus and employer's share of UK superannuation. Two year contracts.

For further details and application form, please contact Gabbitas-Thring Recruitment, 6-8 Sackville Street, London W1X 2BR. Tel: (01) 734 0161.

(13287)

Gabbitas-Thring

AIGLON COLLEGE SWITZERLAND HMC, 260 Boys and Girls, 11-18 Housemaster of Junior Boys' House

Applications are invited for the post of Housemaster (age approximately 30-40) of a new Junior Boys' House to be opened in September 1987. It is intended that this House will be expanded into a unit of approximately 55 boys and girls aged 10-13. It is therefore a post which calls for considerable boarding school experience with children of this age, and enthusiasm and initiative in developing a new venture.

The successful applicant will be married and his wife, who will be expected to share responsibility as Housemother, would ideally have appropriate training/experience.

The post of Housemaster will be combined with a reduced teaching programme and it may also be possible to offer some teaching to the Housemother. The most useful subjects are likely to be Geography, Mathematics, and Modern Languages.

Apply in own hand, with curriculum vitae, copy testimonials, two referees and phone numbers (own and referees), to: The Headmaster, Aiglon College, 1885 Chesières-Villars, Switzerland. Tel. (010 41) 28 35 27 21.

(13289)

KUWAIT The Sunshine School

Applications are invited from well qualified and experienced teachers for the post of

HEADMASTER

of the Sunshine School. The successful candidate who will take up duties in Sept. 1987 will have experience as either a head or deputy head of a primary school P.A.C.E.S. recruitment consultants have been engaged by the school to assist in this appointment and applicants should send a large stamped addressed envelope to

Dept. S, P.A.C.E.S., 5B Eccleston Gardens, St. Helens WA10 3BN.
Closing date 14th March 1987.



(13291)

Posts Overseas

Iraq

Direct Teaching Operation Manager
The British Council, Baghdad

Duties: administrative, financial and professional management of the Direct Teaching of English Operation including marketing and personnel management of 17 teachers.

Qualifications: degree, RSA Dip TEFL or PACE TEFL; relevant MA and RSA assessor desirable. Relevant teaching experience including two years in a post of responsibility. Experience in Arab world advantageous.

Salary: \$22,400-\$28,400 p.a.
Benefits: free furnished accommodation, 30 days leave p.a., Club Class airfare, passage paid leave, \$800 initial allowance, \$600 on final departure.

Contract: 2 years renewable.

Reference: 86 D 95 T

Key English Language Teaching Scheme

The KELT Scheme is part of Britain's Aid Programme to developing countries

Rwanda

Adviser in ESP/EAP, Ministry of Higher Education

Duties: as part of the current reform of Higher Education, the appointee will survey EAP teaching at the National University of Rwanda and other tertiary establishments; draw up a plan to co-ordinate EAP in higher education institutions, studying the relationship between ESP in secondary education and EAP courses at tertiary level; advising EAP teachers on teaching materials; advise on the role of EAP; and advise on EAP training.

Qualifications: candidates must be UK citizens with a British educational background with a first degree and a Masters degree in TEFL/Applied Linguistics, at least 5 years' ELT experience including tertiary level ESP/EAP in Francophone Africa; good spoken and written French are essential; driving licence is necessary.

Salary: \$12,258-\$17,063 p.a. free of UK income tax.

Overseas allowances: \$610-\$3,753 depending on salary and marital status.
Benefits: salary free of UK income tax; free family passages; children's education allowances and holiday visits; free furnished accommodation; outfit allowance; baggage allowance; medical scheme; employer's contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.

Date of appointment: March 1987 or as soon as possible thereafter.

Contract with the British Council for two years initially.

Closing date for applications: 19 March 1987.

Reference: 86 K 145 T

For further details and an application form, please write, quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, 66 Davies Street, London W1Y 2AA.



Saudi Arabia
Support Department

ENGLISH LANGUAGE TEACHERS

King Faisal Air Academy

High tax-free salaries

British Aerospace can offer immediate opportunities for qualified and experienced male English Teachers to join our staff at the King Faisal Air Academy at Riyadh, where our responsibilities include teaching English to cadet-students beginning their training in the Royal Saudi Air Force.

These are exceptional opportunities for teachers with the requisite qualifications and experience to earn high salaries, which will be tax-free subject to completing a minimum of one year's service in Saudi Arabia.

Applicants must be UK citizens and must be able to demonstrate all three of the following minimum essential requirements:

a first degree with English, Linguistics or Modern Languages as a main subject;
post-graduate certificate in education;
five years' teaching experience, of which three years must have been spent teaching English as a foreign language.

Successful candidates will work in well-equipped educational facilities as part of our large British expatriate staff in Saudi Arabia. In addition to the high tax-free salary, they will receive free accommodation, messing, medical-care, life assurance and other benefits, including travel-paid UK leave.

Please apply in writing, giving brief details of experience, quoting reference 020/TES to: The Personnel Officer, Saudi Arabia Support Dept., FREEPOST, British Aerospace PLC, Military Aircraft Division, Warton Aerodrome, Preston, Lancs PR4 1LA or telephone Preston 634317.

BRITISH AEROSPACE

...up where
we belong



KAMUZU ACADEMY

MALAWI

(HMC Overseas Division)

This boarding school established along the lines of UK Independent schools, will require the following staff for September 1987.

HEAD OF MATHEMATICS

HEAD OF SCIENCE: Main subjects Physics, Chemistry or Biology.

TEACHERS of Mathematics, Chemistry, Physics and Economics to GCSE and A levels.

LIBRARIAN: To manage a library with 18,000 volumes, and teach in a suitable faculty.

Candidates for all academic posts should be Honours Graduates and must have studied Latin or Greek at school for at least 2 years.

Initial three year contracts; UK level salaries plus 25% gratuity on completion. Free furnished accommodation, educational allowances, passages, medical care etc.

For full details and an application form, please apply to Gabbitas-Thring Recruitment, 6-8 Sackville Street, London W1X 2BR. Tel 01-734 0161.

(13292)

Gabbitas-Thring

OVERSEAS POSTS continued

PORTUGAL

PRINCEPIENRY
INTERNATIONAL COLLEGE
Vale do Lobo - Alentejo
Alentejo, to São Paulo, 150000
A Co-educational day school
pupils aged 3 to 16 yrs.
Requires for September 1987:
Teachers: Senior School -
Geography/English/Junior
School - 1 Teacher for the 6/10
yrs. group.
Teachers available to offer extra-
curricular activities will be
highly desirable. Candidates
must be qualified
teachers. Married couples
would be welcome. Fine 111
year contract. Assistance with
travel and local housing.
Applications with curriculum
vitae and photographs to be
sent to: The Principal, Prince
Henry International College,
Vale do Lobo, 8100 Alentejo,
Portugal. (44593) 460000

SWITZERLAND

ENGLISH LANGUAGE
SCHOOL IN LAUSANNE
Requires qualified English
teacher for April 1987. Teaching
up to Cambridge proficiency;
good knowledge of French
essential. Post suitable for
young dynamic hard-working
man or woman with some
experience in teaching EFL. In-
terviews London end March/
April.
Apply: E.L.A. Trevor Bent,
Maison 11 - CH - 1005 Lon-
ne, Switzerland, with full per-
sonal and photo. 460000
(44134)

SPAIN

INTERNATIONAL SCHOOL
AT SOTOGRADE
Costa del Sol
For September 1987: Senior
Graduate teacher for History
with English. Also qualified
Junior and Infant teachers.
Positions of responsibility
available.
Apply: Principal, Aptdo 15,
Sotograde (Cadix), Spain.
(44135) 460000

KENYA

Independent Boarding School
for Girls (11-16)
Required for September 1987:
Teacher of: 1. Biology/
Chemistry; 2. French/German/
Civics level. London University
(Courses)
Applications with photo-
graph, to Box No. TES 0366,
Princess House, St John's Lane,
EC1M 4BX. Would be welcome who
has already replied to this
advertisement. Please do
again as previous replies have
been misdirected.
(44594) 460000

NEW YORK CITY

CHEMISTRY AND PHYSICS
A lively, enthusiastic and ex-
perienced teacher required for
September 1987 to teach Che-
mistry and Physics at a well-
known, academic, independent
School for Girls in New York
City. Attractive salary and be-
nefits. Small apartment avail-
able.
Applications with Curricu-
lum Vitae and names, addresses
and telephone numbers of two
references to Mrs Susan Parsons,
46 West 10th Street, Room 10,
Green, Hummorsville, London
W6 7TW, where interviews will
be held in mid-March.
(44703) 460000

SWITZERLAND

INTERNATIONAL BOARDING
SCHOOL IN LAUSANNE
Requires for September 1987:
1. Teacher of Economics to
Level A.
2. Teacher of English up to
Level A.
Experience in a boarding
school would be an advantage,
but not a prerequisite, as both positions
entail boarding house duties.
Apply with CV, photo and
names of at least 2 referees to:
M.K. Whitford, Le Academy,
1180 Rolle/Switzerland.
(45497) 460000

Administration Local Education Authority

GLOUCESTERSHIRE

RESIDENT DOMESTIC
BURSAR, Post No. C813H003
Required at the Royal Forest
of Dean Centre for Environ-
mental Studies. Salary Scale
925 £3,880 - £7,158 p.a.
Duties: oversight of domestic
staff catering. Accommoda-
tion for married couple, super-
annuation.
Details available from the
Director, Royal Forest of Dean
Centre for Environmental Stud-
ies, The Wilderness, Mitch-
eldean, Glos, GL17 9HA. Tel:
Dean 542351.
Gloucestershire County
Council is an equal opportuni-
ties employer and positively
welcomes applications from all
sections of the Community.
(46348) 460000

PLEASE
MENTION
THE
T.E.S.
when replying
to
advertisements



The Centre for British Teachers

AN OFFER YOU CAN'T REFUSE?

Take this chance to work in one of the most attractive and friendly parts of the Arabian Gulf - the SULTANATE OF OMAN.

We start recruitment TODAY for 20 teachers of English as a Foreign Language to work in Government secondary schools and we are offering:

- a £30,000 TAX FREE package for a two-year contract (at current rates of exchange)
- FREE furnished accommodation
- 80 day mid-contract leave with a return leave fare to use as you wish
- other Centre services including a Briefing in London; an In-country Orientation Course; start and end-of-contract fares; baggage allowance; insurance scheme.

Write or phone for more details NOW, if you have:

A first degree plus P.G.C.E., a minimum of 3 years T.E.F.L. experience and a driving licence. Single teachers (male or female) or married teaching couples (without dependents) only.

Jude Brooks, The Centre for British Teachers Limited, Quality House, Quality Court, Chancery Lane, London WC2A 1HP (Tel: 01-242 2982)

(06445)

Advisers

EDUCATION DEPARTMENT

Applications are invited for three new appointments in the Department's strong and developing Advisory team. The posts will be based in Chichester and the successful applicants will be expected to take up their posts on 1 September 1987.

ADVISER FOR SECONDARY EDUCATION

Salary: Southbury HT9 - £16,075 - £19,587 p.a.
This is a post with a wide brief and a particular interest in the age range 10-14 would be valuable.

ADVISER FOR SPECIAL NEEDS IN ORDINARY SCHOOLS

Salary: Southbury HT8 - £16,788 - £18,273 p.a.
This post will cover both primary and secondary schools but relevant experience in the latter is particularly important.

ADVISER FOR RELIGIOUS EDUCATION

Salary: Southbury HT8 - £16,788 - £18,273 p.a.
Applicants should have wide experience of religious education and the person appointed will play a prominent part in the further development of this important subject within the County.

An essential user car allowance is payable for all of these posts. Assistance with removal and resettlement expenses will be given.

Application forms and further details available from the director of Education, Personnel Section, County Hall, Chichester, West Sussex. PO19 1RF (a.s.f.a. please) or telephone Mrs Maureen Day on Chichester 777100; extn 2308.

Closing date: 19th March 1987.

(13293)

west sussex

JUMEIRAH ENGLISH SPEAKING SCHOOL DUBAI, UNITED ARAB EMIRATES

Required from September, 1987.

ASSISTANT TEACHERS (INFANT AND JUNIOR)

The school was established in September, 1976, and has a roll of 450 + children between the children of British and European expatriates.

The school buildings consist of three separate units, comprising a total of twenty-one classrooms. The classrooms are specially purpose-built and designed to the needs and aims of modern primary education.

The sports facilities comprise a hall/gymnasium, swimming pool and two playing fields. A multi block, a library and an administration block complete the complex.

Applicants require a high personal commitment to good, modern educational practice, a wealth of professional experience and a minimum of three years' teaching experience. An active interest in extra-curricular work is also required.

CONDITIONS OF SERVICE
Salaries are low-free on overseas allowance, medical insurance and of contract gratuity are offered. Rent free, furnished single unit accommodation, including free water and electricity is provided.

Two-year contracts are offered, renewable annually thereafter. An annual return allowance to U.K. and initial unaccompanied baggage allowance of 40kg is provided.

Only single, male or female U.K. trained and qualified primary teachers should apply. Interviews will be held in London in April.

Please apply in your own handwriting, with a full curriculum vitae, Please include a recent photograph and the names of two referees. Mrs. R. Lane, The Head-
mistress, Jumeirah English Speaking School, P.O. Box 4942, Dubai, United Arab
Emirates.
(13192)



HAMPSHIRE

Education Department CAREERS SERVICE CAREERS ADVISER (OVERSEAS)

The person appointed will be based in Careers Service Headquarters in Winchester but will spend the majority of his/her time undertaking vocational guidance duties in schools administered by Service Children's Education Authority in Cyprus, Hong Kong and Gibraltar. Applicants must hold the Diploma in Careers Guidance and have a minimum of two years' post qualifying experience in the Careers Service. Salary Scale 6 £9,513 - £10,164.

In addition, Inner London Allowance is paid for nights spent abroad and appropriate provision is made for travelling/accommodation when overseas.

For further details and application form please contact Assistant Education Officer (Careers), The Castle, Winchester, SO23 8UG, enclosing stamped addressed envelope, or telephone Winchester 54411, Ext. 370, quoting reference 10449. Closing date 16th March, 1987.

CAREERS ADVISER (EMPLOYMENT EDUCATION LIAISON) - TO COVER MATERNITY LEAVE

Scale 5/6 - £8,391 - £10,164 p.a.

Readvertisement, previous applicants need not reapply.

If you have an interest and commitment to the further development of work with employers and the unemployed in an area with good and improving employment prospects for young people, then this post may appeal to you.

The post, which is split between Alton and Aldershot Careers Offices, involves maintenance and development of good and effective contacts with local employers, support to trainees participating in Training for Skills - Y.T.S. and liaison with Managing Agents and support to those on the unemployment register.

Applicants will be expected to have the Diploma in Careers Guidance. Possession of a driving licence is essential.

We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities. For further details and an application form, please contact Mrs. Liz Chubb, Divisional Careers Office, Clarendon House, 8-11 Church Street, Basingstoke or telephone Basingstoke 28845 quoting reference 6867.

Closing date for applications 13th March.

ADMINISTRATION - LEA

OXFORDSHIRE COUNTY COUNCIL

AN EQUAL OPPORTUNITIES EMPLOYER
EDUCATION DEPARTMENT
GENERAL ADVISERS

(Soulbury H.T. Group B - £16,785 - £18,273 per annum).

A General Adviser with particular responsibility for English and Language Development.

A General Adviser with particular responsibility for Modern Languages.

Each post will involve substantial work within the identified curricular area. In addition there will be the opportunity to develop whole school advisory work.

Applications are sought from those with proven expertise in teaching and management. Experience of senior management and/or cross curricular responsibility could be an advantage.

Further details and application form may be obtained from the Chief Education Officer, Education Department, Maclesfield Road, Oxford OX1 1NA. The closing date for applications Monday, 16th March 1987 (44380) 480000

OXFORDSHIRE COUNTY COUNCIL

CONTINUING EDUCATION - HOME/SCHOOL PARTNERSHIP
ADVISORY HEADTEACHER - Group 5

Enthusiastic teacher with relevant experience either in school or continuing education required to develop this initiative with minority communities.

Further details and an application form are available from the Chief Education Officer (Ref JAC), Maclesfield Road, Oxford OX1 1NA. SAE please.

An Equal Opportunities Employer. (44515) 480000

NORTHUMBERLAND COUNTY COUNCIL

EDUCATION DEPARTMENT
ASSISTANT EDUCATION OFFICER

Grade PO2 £12,555 - £13,653

A person with management experience in an educational establishment or local government is sought for this new executive post in the Advisory Division.

To undertake a wide and varied range of duties concerned with the preparation and financial management of projects funded by specific grant such as EGG and GLEST. And will provide managerial support to the Advisory team. You will need to develop effective working relationships with colleagues in educational establishments, other council departments and outside bodies.

Application forms and further details (see page 12) from The Director of Education, County Hall, Morpeth, Northumberland NE41 2EP. Closing date 10th March 1987.

Removal expenses and lodging allowance are payable in approved cases. (44567) 480000

Administration General

LONDON SE24 AMERICAN HERITAGE ASSOCIATION

The Association requires an Administrator for its London programmes for American undergraduates from 1st May 1987 and applications are invited for this position.

Further information from Dr. Peter Buckroyd, 15 Fawcette Avenue, London SE24 8BE. Closing date for applications 16th March 1987 (44062) 500000



HAMPSHIRE

Area Advisory Officer (Fareham/Gosport) Soulbury/HT 10 £19,200 - £20,766 (Subject to Review)

A senior member of the County Advisory Service and responsible to the Principal Adviser, the Area Advisory Officer.

- Supervises the general education standards in the Area.
- Provides effective advice to the Area Education Officer and educational institutions in the Area.
- Co-ordinates in-service training for the staff of those institutions.

Applicants must have successful experience of senior management in primary or secondary education; experience as an adviser would be desirable.

The closing date for this post is 13th March 1987. Car owner will have a driver's licence essential.

The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.

Generous relocation package applies in approved cases.

Application form and further details available from the Education Personnel Unit, The Castle, Winchester, SO23 8UG. Tel. 01229 54411, Ext. 455 quoting reference number 12076



Suffolk County Council

Suffolk County Council
Education Department
Southern Area Careers Office

CAREERS OFFICER Post No: E414 £7,311-£9,216 per annum

Applications are invited from suitably qualified candidates to join the team of Careers Officers based in the Southern Area Careers Office, Ipswich.

Applicants should hold the Diploma in Careers Guidance and be postholder will be required to undertake the full range of a Careers Officer's duties.

The post carries an essential car user allowance and therefore full driving licence and ownership of a car are necessary. Schemes of assisted car purchase and relocation expenses are available.

Application forms and further details are available from the Principal Area Education Officer, St. Helen Court, County Hall, Ipswich IP4 2JR. (S.A.E. please). Informal enquiries may be addressed to Tony Nixon, Acting Area Careers Officer, on 01463 230000, ext. 5665.

Closing date: 9th March 1987.

WJEC CBAC

Director of the Microelectronics Education Unit Cymru

starting salary in the range
£16,011 - £17,916 (PO5/6)
according to previous experience

Applications are invited for the above post based in Cardiff. The Unit works through the LEAs in Wales in supporting the development of the use of information technology in all areas of the curriculum.

The person appointed will be expected to have experience in a managerial role and to have been actively involved in the fields of curriculum development and educational technology, and in the development of learning systems based on the new technologies.

The post is available from 1st April 1987 for three years. The secondment of practising educationalists for the full term or a shorter period will be considered.

Application forms, to be returned within 10 days of the advertisement, and further details from:

The Secretary
Welsh Joint Education Committee
245 Western Avenue, Cardiff, CF5 2YU
(Telephone: 0222-561231 Ext 250)

Educational Psychologists

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT

TEMPORARY
EDUCATIONAL
PSYCHOLOGIST

Salary: £13,053 - £17,148

This is a temporary appointment to cover the absence of the present holder on maternity leave from 15th May 1987.

To join the team of the Educational Welfare team in the Norfolk/Attleborough area, the successful candidate will be responsible for the psychological work in schools with pre-school children.

Applicants should have an honours degree in psychology, teaching experience and appropriate professional training. Essential car allowance payable.

Application forms and further details on receipt of s.a.e. from County Education Welfare Team, County Hall, Room 5D, 1st Floor, Norwich NR1 2DL to be returned by March 13th 1987 (44078) 560000

WARWICKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
EDUCATIONAL PSYCHOLOGIST

Required as soon as possible to be based in North Warwickshire.

Applications are invited from qualified educational psychologists for appointment as soon as possible. Salary at the appropriate point of the Spaulbury scale (£10,170 - £11,145). Essential car allowance payable.

Application form and further details on receipt of s.a.e. from County Education Welfare Team, County Hall, Warwick CV4 7JF. Closing date 13th March 1987. (44567) 560000

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Examiners

THE ASSOCIATED EXAMINING BOARD

Applications are invited for the following posts for the June 1987 examinations, duties to commence in June 1987.

ASSISTANT EXAMINERS FOR GENERAL STUDIES (171) at ADVANCED LEVEL for the Mode 1 examination, Paper 2 - Section C, Cultural and Aesthetic.

ASSISTANT EXAMINERS FOR GENERAL STUDIES (667) at ADVANCED LEVEL for the Mode 1 examination, Papers 1 and 2 - Section C, Cultural and Aesthetic.

Applicants for each area must have degrees or equivalent qualifications in the relevant subject and a minimum of four years' relevant teaching experience.

Further information and application forms may be obtained from The Secretary General (A4), The Associated Examining Board, Stag Hill House, Guildford, Surrey GU2 5XJ, to whom completed forms should be returned no later than 13th March 1987 (44783) 020000

Miscellaneous

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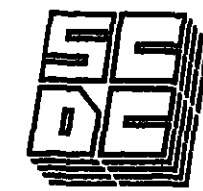
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HEAD OF INFORMATION SECTION

The Information Section provides information, library, press and publicity services for the School Curriculum Development Committee (SCDC) and the Secondary Examinations Council (SEC). The post of Head of Section requires experience of the educational system as teacher and/or administrator, knowledge of information systems in an educational context and the ability to manage the section of six officers.

Salary range £10,895 - £13,405 (inc. London Weighting) plus Non-contributory pension scheme.

Application form and further details from:-

Administration Team,
SCDC
Newcombe House,
45 Notting Hill Gate,
London W11 3JB
01-229 1234 ext 292/3

Closing date 13 March 1987

(13294)

PROJECT LEADER

Family Centre - Salisbury,
Wiltshire
Salary Level 3 £9,513 -
£11,271 p.a.

Following a Neighbourhood Research Study, we now need someone with experience of development work in local communities, to start a new project on an estate on the outskirts of Salisbury. Initiatives will be developed with local residents, community leaders, voluntary organisations, statutory agencies and others in order to respond to neighbourhood need and develop resources. You may have a Health, Education or Social Services background/qualification, but must be able to demonstrate skills in networking, negotiating and mobilising. Self-motivation, energy, creativity, flexibility, a sense of humour and a willingness to work irregular hours are also important.

It may be possible to give assistance with finding accommodation. For informal discussion please ring Jenny Dawson (0272) 508886. Application form, job description and further written information are available from Margaret Wilkins, NCH Regional Office, Holmwood, Charnells Hill, Westbury-on-Trym, Bristol BS9 3JY. Tel. No. (0272) 508886. NCH is a Christian-based organisation.

This is a re-advertisement - previous applicants need not re-apply. Closing date: 13 March 1987.



Leicestershire

SCHOOLS PSYCHOLOGICAL SERVICE

SENIOR EDUCATIONAL PSYCHOLOGIST (TWO POSTS)

Applications are invited for the following challenging posts:

1. Salary: Soulbury H.T. (£18,075 - £18,587) Post No. ES 483

To be responsible for professional development, in-service training, professional support to Special Educational Needs Service and the management of some specialist educational psychologist work.

This post will also carry specific responsibilities for deputising for the Principal Educational Psychologist and should interest individuals considering further future promotion.

2. Salary: Soulbury H.T. (£18,785 - £18,273) Post No. ES 884

A newly established post to be responsible for co-ordinating educational psychologist input to the Westwood Child and Family Psychiatry Unit. This will involve specialist case work, management work and liaison with clinical psychologists with opportunities for contribution to research and teaching.

Essential car allowance/car lease scheme. Removal and disturbance expenses in approved cases.

Further information may be obtained from John Wallis, Principal Educational Psychologist (Leicester 550091).

Application forms available on receipt of s.a.e. from Director of Education, Room 25, County Hall, Glenfield, Leicestershire LE3 8RF. Please quote post number. Closing date: 13th March 1987.

EQUAL OPPORTUNITIES POLICY: Applications are welcome from people regardless of their race, ethnic origin, religion, sex, marital status or disability. Disabled applicants will be guaranteed an interview if suitably qualified and/or experienced, and supported by a recognised agency e.g. A.R.O.

Are you happy with the rewards for your hard work?

Gareth 1981	Physics Teacher	Salary	£11,338
1986	Financial Management Consultant	Earnings	£29,000
Greg 1983	Music Teacher	Salary	£9,000
1986	Financial Management Consultant	Earnings	£27,000

No, it's not an easy route to untold riches, but a sales career in financial services does reward hard work and ability.

If you have a mind that thinks commercially, and an appetite for consistent hard work, come and look at the opportunities.

Either of the above two ex-teachers will gladly tell you his story.

Telephone Anthony Etkind on 01-631 1818 or write to him at Allied Dunbar Assurance plc, Knighton House, 56 Mortimer Street, London W1N 7DG. (N.B. Greater London and Home Counties only.)

We are an equal opportunities group. Applications are welcome regardless of sex, marital status, ethnic origin or disability. (13295)

COMPUTER APPLICATIONS LECTURERS

£neg + car

Thames Valley

Our client is a successful, well established Training Consultancy, offering a wide range of Computer related courses as part of a broad business-related training portfolio.

Continuing expansion within the South has created opportunities for a small number of talented lecturers to operate both on Client sites and from our attractive Training Centres.

Candidates should be experienced trainers/lecturers in computer related subjects with a

sound understanding of the use of Personal Computer software.

In addition to an attractive salary and company car, our client offers real opportunities for career growth which may encompass management skills training; line management; and education and training consultancy.

For further details telephone Claire Hyslop on 0905 612261 (day time) or 0905 354509 (evenings/weekends) or send a Curriculum Vitae to her at the Worcester address.

WKA SEARCH INTERNATIONAL LIMITED
1st Floor, Ring St, Sharnbrook, Northamptonshire NN8 7JQ
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Telex: (0454) 755555



Search, Selection & Training

